
MAINE

ESEA Flexibility

Request for Window 3



September 6, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0581

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

Review and Evaluation of Requests

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in “Window 3” (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.
6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Paul S. Brown, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

The submission due date for Window 3 is September 6, 2012.

TECHNICAL ASSISTANCE FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at:
<http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request for Window 3		3
Waivers		4
Assurances		7
Consultation		9
Evaluation		19
Overview of SEA's Request for the ESEA Flexibility		20
Principle 1: College- and Career-Ready Expectations for All Students		22
1.A	Adopt college- and career-ready standards	22
1.B	Transition to college- and career-ready standards	24
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	39
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		42
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	42
2.B	Set ambitious but achievable annual measurable objectives	53
2.C	Reward schools	56
2.D	Priority schools	57
2.E	Focus schools	63
2.F	Provide incentives and supports for other Title I schools	66
2.G	Build SEA, LEA, and school capacity to improve student learning	66
Principle 3: Supporting Effective Instruction and Leadership		68
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	68
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	72

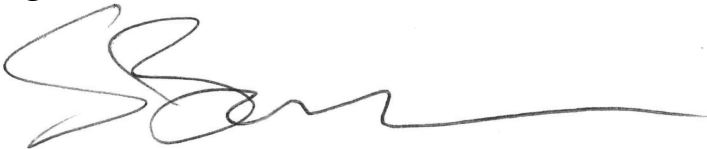
TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request for Window 3*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	A - 1
2a	Comments on request received from LEAs and Others, Fall 2011	A - 3
2b	Comments on request received from LEAs and Others, August 2012	A - 11
3	Notice and information provided to the public regarding the request	A - 26
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	A - 35
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level	A - 47
6	State's Race to the Top Assessment Memorandum of Understanding (MOU)	A - 56
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	A - 74
9	Table 2: Reward, Priority, and Focus Schools	A - 77
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

LABEL	LIST OF APPENDICES	PAGE
1	"Education Evolving: Maine's Plan for Putting Learners First," Maine Department of Education Strategic Plan, January 2012:	App - 1
2	Common Core ELA and Mathematics Implementation Plans	App - 38
3	"Global Best Practices Toolkit"	App - 49
4	Maine's Educator Effectiveness Law; Public Law 2011, chapter 635 (LD 1858)	App - 100
5	Lewiston Public Schools Teacher Evaluation and Professional Growth Program, part of the Maine Schools for Excellence project	App - 109
6	Maine Educator Effectiveness Council Agendas	App - 139

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Maine Department of Education	Requester's Mailing Address: 23 State House Station Augusta, Maine 04333
State Contact for the ESEA Flexibility Request Name: Deborah C. Friedman Position and Office: Director of Policy and Programs, Office of the Commissioner Contact's Mailing Address: 23 State House Station Augusta, Maine 04333 Telephone: 207-624-6620 Fax: 207-624-6601 Email address: Deborah.friedman@maine.gov	
Chief State School Officer (Printed Name): Stephen L. Bowen	Telephone: 207-624-6620
Signature of the Chief State School Officer: 	Date: September 6, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- ☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- ☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- ☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- ☐ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- ☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

- ☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

ASSURANCES

By submitting this request, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a

manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- ☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- ☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. *A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.*

After nearly 12 months of thoughtful and frequent conversations with educators, students, parents, and business and community members across the state, Maine has decided to take advantage of this waiver opportunity. We believe the flexibility provided – especially the ability to more meaningfully define proficiency while also considering student growth, and the ability to provide a broader range of school-based supports with fewer restrictions – will better inform and support school improvement across the state.

Once a determination was made to pursue ESEA flexibility, a plan was created that enabled more focused discussions on the request for flexibility.. Since the beginning of May 2012, four workgroups consisting of teachers, principals, superintendents, and DOE staff members have worked tirelessly and shared their wisdom and insight to develop Maine’s ESEA waiver request.

1. The Steering Committee consisted of a district administrator of English Learner services, the Commissioner of the Maine Department of Education and key Department staff, and executive directors from our professional organizations (Maine Education Association (MEA), Maine School Superintendents Association (MSSA), Maine School Boards Association (MSBA), Maine Principals’ Association (MPA) and the Maine Administrators of Services for Children with Disabilities (MADSEC)). The Steering Committee provided overall guidance and ongoing engagement with stakeholders.
2. The Annual Measurable Objectives Workgroup developed the methodology for determining overall student proficiency targets, the School Accountability Index, and the method of placing schools into one of several school performance levels as required by U.S. Department of Education. The methodology was refined as feedback was received through public meetings and surveys; AMOs and the School Accountability Index were finalized on August 30, 2012.
3. The Interventions and Supports Workgroup helped design a system of comprehensive and responsive improvement activities in which our lowest performing schools must engage and crafted the array of resources that will be provided to help them
4. The Maine Educator Effectiveness Council, established by the Legislature in the spring of 2012, has been working on its charge of proposing a system of performance evaluation and professional growth (PE/PG). The Council’s foundational work during the summer of 2012 provides sufficient evidence to the USDE that a collaborative process is underway to ensure

creation and implementation of a thoughtful and informed system to evaluate and support teachers and leaders.

Below are the Workgroup descriptions and membership lists :

Steering Committee	
Charge: <ol style="list-style-type: none"> 1. Finalize membership in the working groups; 2. Provide overview, guidance, and support to each of the working groups; 3. Receive the reports of the working groups and craft the core components of a statewide accountability system to recommend to the Commissioner; 4. Support the engagement of key stakeholder groups, including members of representing all official student subgroups 	
Deliverables <ol style="list-style-type: none"> 1. Clarified charge for each of the working groups 2. List of recommended individuals to serve in the working groups 3. List of individuals and/or organizations representing students from various subgroups 4. Input and feedback from individuals and/or organizations representing students from various subgroups 5. Recommended elements of statewide accountability system that meet the requirements of the current ESEA Flexibility program and, if applicable, any future guidance resulting from a reauthorized ESEA 6. Formal presentation(s) of the statewide accountability model to education stakeholders across the state 	

Steering Committee Membership

<i>Name</i>	<i>Position</i>	<i>Representing</i>
Steve Bowen	Commissioner	Maine Department of Education
Dick Durost	Executive Director	Maine Principals' Association
Dale Douglass	Executive Director	Maine School Boards Association
Sandra MacArthur	Executive Director	Maine School Superintendents' Association
Jill Adams	Executive Director	Maine Administrators of Services for Children with Disabilities
Rob Walker	Executive Director	Maine Education Association

<i>Name</i>	<i>Position</i>	<i>Representing</i>
Lois Kilby-Chesley	President	Maine Education Association
Robin Fleck	ELL Coordinator, Auburn School Department	Participating at the request of the Maine DOE
Jaci Holmes	Federal-State Legislative Liaison	Maine DOE
Dan Hupp	Director of Standards and Assessment	Maine DOE
Rachelle Tome	ESEA Federal Programs Director	Maine DOE
David Connerty-Marin	Communications Director	Maine DOE
Deb Friedman	Director, Policy and Programs	Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership	Facilitator

Annual Measurable Objectives (AMO) Working Group

Charge:

1. Identify the student assessments that will be used to determine the level of proficiency of students (all and subgroups) in a school
2. Determine additional student learning measures, if applicable, to be used
3. Determine specific proficiency benchmarks to be used to determine a school's accountability status
4. Propose at least four different levels of school performance commensurate with the ESEA flexibility guidelines (i.e. priority, focus, and reward)
5. Work with the Interventions & Support Working Group to determine the manner in which schools and/or districts can exit any identified status associated with poor performance

Deliverables

1. List of student learning assessments
2. List of other measures of student learning
3. List of AMO targets by year
4. List of school and/or district performance designations
5. Process by which schools and/or districts deemed poor performance leave their status

AMO Working Group Membership

<i>Name</i>	<i>Position</i>	<i>Appointed by:</i>
Paul Austin	Special Services Director, Brunswick School Department	Maine Administrators of Services to Children with Disabilities
Barbara Powers	Superintendent, Falmouth School Department	Maine School Superintendents Association
Amanda Cooper	Teacher, Gorham Middle School	Maine Education Association
Linda MacKenzie	Principal, Stearns High School	Maine Principals' Association
Kristin Wells	ESL Teacher, K-12, Wells-Ogunquit CSD	Serving at the request of the Maine DOE
Steve Bowen	Commissioner, Maine Department of Education	Maine DOE
Rachelle Tome	ESEA Federal Programs Director	Maine DOE
Deb Friedman	Director, Policy and Programs	Maine DOE
Dan Hupp	Director of Standards and Assessments	Maine DOE
Nancy Mullins	Director of ESL and Bilingual Programs	Maine DOE
Bill Hurwitch	Project Manager, SLDS	Maine DOE
George Tucker	Distinguished Educator, School Improvement Consultant	Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership	Facilitator

Interventions and Supports Workgroup (I&S)

Charge:

1. Determine and name at least four levels of overall student and/or district performance compared to the established AMOs.
2. These performance levels must meet the stated requirements of the current ESEA flexibility opportunity (i.e. priority, focus, and reward) and any other guidance resulting from reauthorization of ESEA
3. Determine the support to be provided and the interventions to be implemented for schools and/or districts that have been identified, commensurate with the specific areas of need
4. Determine the process by which schools and/or districts identified as needing support will be identified and apply for funds

5. Develop the system by which the DOE will provide ongoing support for schools and/or districts in this category
6. Develop the manner in which reward schools will be recognized along with any other possible relief and/or compensation
7. Determine the manner in which schools and/or districts can exit their stated status
8. Work in conjunction with the AMO Working Group when necessary

Deliverables

1. List and description of status categories
2. Document outlining the differentiated support and interventions based on performance categories
3. Process for accessing and monitoring the use of targeted resources
4. Description of DOE intervention and support model
5. List of recognitions, relief, and/or compensation for reward schools
6. Description of steps for exiting status

I&S Workgroup Membership

<i>Name</i>	<i>Position</i>	<i>Appointed by:</i>
Deborah Emery	Principal, Henry Cottrell School, Monmouth (RSU 2)	Maine Principals' Association
Susan Pratt	Superintendent, RSU 40 (Union)	Maine Superintendents' Association
Joyce Blakney	Mathematics Teacher, Waterville High School	Maine Education Association
Steve Bowen	Commissioner	Maine DOE
Rachelle Tome	ESEA Federal Programs Director	Maine DOE
Deb Friedman	Director, Policy and Programs	Maine DOE
Steve Vose	Title 1-A School Improvement	Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership	Facilitator

Maine Educator Effectiveness Council (MEEC)**(Charge and Membership Specified in Public Law 2011, chapter 635, LD 1858)****Charge:**

Recommend the following elements of a "Performance Evaluation and Professional Growth System:

- Sets of Professional Practice Standards for Teacher and for Principals
- A 4-level rating scale with clear definitions
- Potential measures of student learning and growth
- Major components of an evaluation process, e.g., training, methods of gathering evidence, weighting of measures
- A system of supports and professional development linked to ratings, including professional improvement plan

Deliverables:

Recommendations for transmittal to the Joint Standing Committee on Education and Cultural Affairs, by November 1, 2012, regarding the matters listed above.

MEEC Membership

<i>Name</i>	<i>Position</i>	<i>Interest Represented</i>
Linda Bleile	Principal, Wiscasset Middle School	Maine Principal's Association
Steve Bowen	Commissioner	Maine DOE
James Cote	President & CEO, Associated Builders and Contractors	Business Community
Brian Doore	Assistant Research Professor, University of Maine	Faculty of an approved educator preparation program
Becky Fles	School Board Chair, RSU 11 (Gardiner)	Maine School Boards Association
Susan Grondin	English Language Arts Teacher, Lewiston Middle School	Maine Education Association
Chris Hall	VP, Government Relations Portland Regional Chamber	Business Community
Scott Harrison	Project Director, Maine Schools for Excellence	Public Member
Maureen King	School Board Member, RSU 21	Maine School Boards Association
Grace Leavitt	Foreign Language and Literature Teacher, Greely High School	Maine Education Association
Linda McLeod	Principal, Indian Island School	Maine Indian Education
Barbara Moody	Director of Teacher Education, Husson University	Public Member

<i>Name</i>	<i>Position</i>	<i>Interest Represented</i>
Mary Payne	Teacher, Messalonskee High School	Maine Education Association
Sylvia Pease	Superintendent, SAD 55 (Hiram)	Maine School Superintendents Association
Nancy Perkins	Chair, Certification Committee Maine State Board of Education	Maine State Board of Education
John Soifer	Special Education Teacher Skowhegan High School	Maine Education Association

Staff Resources (non-members)

Deb Friedman	Director, Policy and Programs, Maine DOE
Meghan Southworth	ESEA Title II Teacher Quality, Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership, Facilitator

All 4 work groups consisted of representatives from the school, community, district, and state levels – teachers, principals, superintendents, board members, and other community members. The groups met at least once a month, as reflected in the list of meeting dates below:

2012 Meeting Dates**Steering Committee**

- May 11, 9 to 11 am
- May 31, 9 to 11 am
- June 21, 2 to 4 pm
- July 25, 1 to 3 pm

Annual Measurable Objectives (AMO) Workgroup

- May 22, 1 to 5 pm (Joint meeting with I&S)
- June 5, 8 am to noon
- June 20, noon to 4 pm
- July 2, 8 am to noon
- July 23, 8 am to noon
- August 14, 8 am to noon
- August 30, 3 pm to 4:30 pm

Interventions and Supports (I&S) Workgroup

- May 22, 1 to 5 pm (Joint meeting with AMO)
- June 13, 1 to 5 pm
- July 18, 9 am to 3 pm

- August 3, 8:30 am to noon
- August 16, 9:30 am to 12:30

Maine Educator Effectiveness Council (MEEC)

- May 29, 1 to 4 pm
- June 20, 9 am to 3 pm
- July 9, 9 am to 3 pm
- July 27, 9 am to 3 pm
- August 10, 9 am to 3 pm
- August 24, 9 am to 3 pm
- (Planned: September 14 and 28)

The list of Workgroup Meeting Dates is reorganized below by month, illustrating the iterative nature of the Steering Committee-Workgroup structure. This enabled the Steering Committee to receive updates on the work of the content-specific workgroups, and to provide feedback to the department on the progress of the workgroups.

May

- May 11 Steering Committee
- May 22 Joint Meeting of AMO and I&S
- May 29 MEEC
- May 31 Steering Committee

June

- June 5 AMO
- June 13 I&S
- June 20 AMO
- June 20 MEEC
- June 21 Steering Committee

July

- July 2 AMO
- July 9 MEEC
- July 18 I&S
- July 23 AMO
- July 25 Steering Committee
- July 27 MEEC

August

- August 3 I&S
- August 10 MEEC
- August 14 AMO
- August 16 I&S
- August 24 MEEC

- August 30 AMO

All of these Workgroup meetings were open to public and announced through Maine DOE Dispatches and the weekly Commissioner's Updates. (Dispatches are included in Commissioner's Updates, which have a subscriber list of 2860, including all superintendents in the State.) See Attachment 3 for a list of key public notice and comment opportunities.

As the meetings progressed, materials were posted on the ESEA Flexibility Website, and opportunities for providing comments were provided, including a web-based submittal opportunities and surveys. These were used to create the long-term agenda and to collect feedback as the discussions progressed.

The charge to the Workgroups was driven in part by the results of a Fall 2011 survey, which helped establish the direction of Maine's application. The Maine DOE also held Fall 2011 webinars to inform the public about the flexibility proposal from the USDE.

After all of these stakeholder recommendations were more fully developed by the Workgroups, a summary describing the major components of Maine's request was released through the Maine DOE website and via the Commissioner Update on August 16 (see Attachment 3). An online survey was developed to solicit feedback and ideas based on the summary and three public forums were held (including one online webinar) where the Commissioner described the plan and asked participants for their feedback and ideas. The feedback from the summary public comment sessions, the Workgroups' websites, and an August 2012 survey was collected and organized into categories corresponding to each of the Workgroups (see Attachment 2). The Workgroups were reconvened to consider the feedback and, where possible and appropriate, this proposal was modified.

2. *A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.*

Maine DOE involved diverse communities in the development of the request by:

- Including professionals working with English Learners (AMO, Steering Committee), students with disabilities (Steering Committee, AMO), business organizations (MEEC) and Maine Indian Education schools (MEEC) on the working groups that developed various aspects of this application;
- Meeting with Portland and Bangor-area students in December of 2011 to get initial thoughts on how to measure the effectiveness of schools and teachers;
- Asking school professionals to invite parents of EL students and students with disabilities to attend public forums on the application;
- Personal communication with a representative of the Bangor Chapter of the NAACP, issuing an invitation to a public forum on the request; and

- Inviting general public engagement throughout the process of developing the request, through numerous press releases and Commissioner’s Update articles.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

**Maine elected to not participate in the Evaluation opportunity because it is likely to require Maine DOE staff resources to participate, even though the U.S. Department of Education pays for the evaluation to be conducted. Without knowing more about the required Maine DOE resources, we are reluctant to commit to participating in an evaluation.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

In January of this year, Education Commissioner Stephen Bowen released a Strategic Plan for the Maine Department of Education that was developed in consultation with educators from across the state. (See Appendix 1) In the Plan’s preface, Commissioner Bowen outlined four challenges that Maine confronts as it seeks to ensure that all of its young people graduate from its schools ready for college, careers, and civic life.

The first challenge is that student outcomes in Maine are stagnant, with test scores and graduation rates showing little growth. The second challenge is that this lack of achievement growth comes despite the state’s compliance with the No Child Left behind Act of 2001, which imposed the state’s current system of school and district accountability. Despite more than a decade of standardized testing, the identification of schools based on student outcomes and the imposition of a number of initiatives to turn around underperforming schools, student outcomes remain stubbornly flat.

The third challenge is that the failure of the No Child Left Behind model suggests that simply tweaking the existing accountability structure imposed by the law is not enough. What is needed is an entirely new approach to public schooling, an approach that adapts our schools to meet the needs of learners, rather than requiring learners to adapt to the needs of our schools.

The fourth challenge is that we must undertake this transformation from an industrial-age, factory-era model of schooling to a 21st century model of schooling that customizes learning for all students, and we must do it within existing resources. Building a new system of school and district accountability under an ESEA waiver is a critical step in the transformation Maine must undertake to meet these challenges. Educators across Maine, whose experience and insights drove the development of the Department’s strategic plan, see the current accountability provisions of No Child Left Behind as significant barriers to transformation. Rather than providing educators with the tools necessary to meet the needs of all students, the current NCLB framework, stands in the way of meaningful change.

- Maine’s goal with its ESEA flexibility proposal, therefore, is to take the first step in the development of a new state accountability system, one that supports the kind of systems change that meeting the challenges confronting us requires. If we are serious about meeting the needs of each individual learner, the state’s accountability system must measure the progress of each student toward the attainment of college and career-ready standards.

- This assessment of student outcomes should use multiple measures that indicate not only a student's achievement of certain learning standards at a fixed point in time, but that student's achievement growth over the course of his or her school career.
- These measures of student achievement and growth should be used to determine the extent to which each Maine school and educator is meeting the needs of the students they serve. Such determinations should be reported in a manner that is clear and concise, providing educators, parents and the public with an accurate account of student outcomes.
- Schools that are identified as struggling to meet the learning needs of students be required to develop and implement detailed plans to improve student outcomes, and should be provided with targeted supports designed to support those improvement efforts.
- Educators who are identified, though a combination of measures of professional practice and assessments of student achievement and growth, should be provided with the professional development and support needed to help them meet the needs of all learners.

Maine's ESEA flexibility proposal is built around these core concepts, and is thus critical to the state's overall efforts, driven by the Strategic Plan, to build a more customized, student-centered educational system.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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The Maine Department of Education (Maine DOE) is deeply committed to establishing clear, ambitious, and rigorous learning standards that, when met, will provide students with a solid foundation that will enable them to be successful in the colleges and careers of their choice upon graduation. This work started at least fifteen years ago with the adoption of Maine’s *Learning Results* standards in 1996. These include content standards in eight areas, framed by an overarching set of Guiding Principles that describe the knowledge and skills believed necessary to prepare every student for college, careers and civic life. The eight content areas are: Career and Education Development; English Language Arts; Health Education and Physical Education; Mathematics; Science and Technology; Social Studies; Visual and Performing Arts; and World Languages.

Maine’s learning standards were revised in 2007, and are now called Maine *Learning Results: Parameters for Essential Instruction*, commonly referred to as the MLR’s. These revised standards reflect the knowledge and skills essential for college, career, and citizenship in the 21st century. They took effect on October 22, 2007.

Included in the MLRs is a set of cross-cutting 21st century skills, competencies and habits of mind deemed to be essential to success in the world beyond high school. These five broad skills are

intended to be practiced and assessed across all content areas beginning in Kindergarten and culminating in high school with increasing complexity and sophistication. These are summarized here and more fully described on the Maine DOE website:

<http://www.maine.gov/education/lres/2007MLRGuidingPrinciples.pdf>. To succeed in the 21st century, a Maine graduate must be a:

1. Clear and effective communicator;
2. Self-directed and lifelong learner;
3. Creative and practical problem-solver;
4. Responsible and involved citizen; and
5. Integrated and informed thinker.

With the recent passage of legislation mandating a proficiency-based high school diploma, Maine's school districts will soon be required to certify that students are proficient in these skills – in addition to being proficient in the standards articulated in the eight content areas.

For purposes of state and federal accountability, a portion of the Maine Learning Results standards were adopted as a separate rule: DOE Rule Chapter 131. That rule includes Mathematics and English Language Arts standards that are used for federal accountability purposes, as well as Science standards that are used for state assessment purposes.

In the Spring of 2010, in anticipation of filing an application for Race-to-the-Top funds, the Maine DOE sought and received clear statutory authority to proceed with adoption of the Common Core State Standards in mathematics and English language arts. (See Attachment 4-d, Public Law 2009, chapter 647). That legislation authorized the Department to adopt the standards through Emergency Rulemaking. Since the State did not receive Race-to-the-Top funding, the Department elected to conduct a regular rulemaking process, rather than going through the temporary, fast-track Emergency process.

Maine has a somewhat unusual process for agency rulemaking, when the Legislature considers the rule to be “major substantive.” Those rules must go through a legislative process as well as the administrative rulemaking process. The agency starts the process by proposing a rule, holding a public hearing on the proposal and offering opportunity for written comment. Once the agency considers and responds to public comment, makes any changes needed to reflect public comment, the agency “provisionally” adopts the rule and files it with the Legislature for review and for authority to proceed to final adoption.

Maine DOE conducted the administrative rulemaking process to incorporate the Common Core Standards for ELA and Mathematics into Rule Chapter 131, between August 2 and October 7, 2010. The Department provisionally adopted the rule on October 7, 2010 and submitted it to the Legislature. As is customary for rules review, the Office of the Revisor of Statutes drafted a Resolve, LD 6, which proposed to authorize the DOE to finally adopt the Common Core as an amendment to Rule Chapter 131. The Resolve was referred to the Joint Standing Committee on Education, where it received unanimous approval, was ultimately passed by the full Legislature and was signed by Governor LePage. Evidence of final adoption, through a filing with the Secretary of State, is included in Attachment 4-a. Attachment 4-b is an excerpt from the adopted rule and Attachment 4-c is the Legislative Resolve authorizing final adoption of the rule.

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

.....

In anticipation of Common Core adoption, the Maine DOE developed a comprehensive roll-out plan to ensure awareness, facilitate transition and support implementation of the Common Core standards, and to ensure that all students were able to access and achieve the standards. The plan had four phases: 1) Common Core awareness across all impacted practitioners during the 2011-2012 school year, 2) initial transition to the Common Core in the 2012-2013 school year followed by 3) full implementation of the standards in the 2013-14 school year, and 4) Assessment beginning in the spring of 2015.

In an effort to avoid “the silo-ing syndrome” within the Department, a coordinated plan for transitioning to the Common Core was created incorporating all divisions and sub-teams within Maine DOE. Those divisions specifically targeted included:

- Content Specialists in all content areas with special focus on ELA and Mathematics (CS – ELA, CS- Math),
- Career and Technical Education (CTE),
- Higher Education (HE),
- Services for Students with Disabilities (SWD),
- English Learners (EL),
- Title I Continuous Improvement Priority Schools (CIPS),
- Title II A & B (TIIAB),
- Adult Education (AE),
- Maine’s Learning Technology Initiative (MLTI),
- Early Childhood Development (ECD),
- Standards Based Implementation Team (SBI),
- State Longitudinal Data System Team (SLDS),
- Communications and Public Information Team (CPI),
- Customized Learning Implementation (CLI).

From Early Childhood through Higher Education, the Maine DOE has coordinated the Common Core implementation process, with a team of Maine DOE staff members working across content areas to increase educator awareness of how the Common Core impacts their work.

The Maine DOE views the adoption of the Common Core as the focal point around which all educational programs can be coordinated in order to ensure that all students graduate from Maine high schools college, career and citizenship ready, fully equipped with the knowledge and skills required in the 21st century and requiring no remediation before embarking on their choice of post-secondary opportunities. In order to ensure that all students have a chance to achieve the standards, the Department expects that all Common Core professional development opportunities hosted/facilitated/sponsored by the Maine DOE content specialists will be designed to include professionals serving students with disabilities and English learners, as well as including education administrators.

The Maine DOE has invested heavily by dedicating staff to participate in Council of Chief State School Officers (CCSSO) State Collaboratives on Assessment and Student Standards (SCASS) professional development opportunities with great benefit. Maine has participated (via a 6-member cross-agency team) in each of the Implementing the Common Core Standards SCASS meetings held during the past two years. Additionally, Department staff participate in the ELA, Mathematics, Science, and Special Education SCASS work. In each case, Maine DOE staff have received and contributed to the national creation and sharing of Common Core supports and materials.

Awareness:

Maine's strategy for increasing awareness of the Common Core was to integrate Common Core throughout its trainings. During the 2010-2011 school year Maine DOE held various workshops across the state, hosted by districts, regional curriculum groups, and higher education, to inform the field of the new standards and where to find information and support.

A webpage for mathematics, <http://maine.gov/education/lres/math/standards.html>, a webpage for English Language Arts, <http://maine.gov/education/lres/ela/standards.html>, and an overarching Common Core webpage for DOE, <http://maine.gov/education/lres/commoncore/index.html>, were developed.

Materials focusing on awareness are posted at the following site for the field to access under the introduction module for math and ELA: http://maine.gov/education/lres/math/ccss_pd.html
http://www.maine.gov/education/lres/ela/ccss_modules.html

The mathematics and English Language Arts specialists also made presentations at regional superintendent meetings and Career and Technical Education (CTE) director meetings across the state.

On June 25, 2012 the Maine DOE Math and ELA specialists presented at a conference sponsored by the Maine Administrators of Services for Children with Disabilities (MADSEC) to inform special education directors and teachers of the new standards and where to find information and support.

Support for professional development for ELL teachers is found at: <http://www.maine.gov/education/esl/esllinks.htm>. On June 10, 2012 – June 15, 2012, a team from Maine DOE attended a five-day institute sponsored by The Illinois Resource Center (IRC) and World-Class Instructional Design and Assessment (WIDA) to learn a process focused on coordinating the use of multiple sets of standards to support the academic language development of language learners (ELL) focusing on the Common Core State Standards.

During the 2012-2013 school year the Maine DOE Math and ELA specialists will continue to ensure all teachers, including special education and EL, are aware of the standards and the implementation timeline.

On November 7, 2012 the Maine DOE Math and Science Specialists will hold a webinar providing a brief history of the CCSSM and the Next Generation Science Standards (NGSS) and the resources available to help increase the awareness and communication among EL teachers and content area teachers.

Transition:

Maine DOE elected not to devote resources to completing a crosswalk document between the New England Common Assessment (NECAP) Grade Level Expectations (GLEs) and the Common Core State Standards (Common Core) for Mathematics or English Language Arts. Instead, Maine DOE made available to the state's educators the crosswalk completed by Rhode Island, as we share the same NECAP standards. This work which identifies the shifts is located at:

http://www.ride.ri.gov/Instruction/DOCS/CommonCore/CCSS_vs_GLE-GSE_Overview_Document-Mathematics.pdf

http://www.ride.ri.gov/Instruction/DOCS/CommonCore/CCSS_vs_GLE-GSE_Overview_Document-ELA.pdf

Maine DOE in collaboration with the Association of Teachers of Mathematics in Maine (ATOMIM) offered a series of Dine and Discuss Sessions focusing on developing a deep understanding of the 8 Mathematical Practices in the 2010-2011 school year. During the 2011-2012 school year the Dine and Discuss Sessions target two audiences: elementary with a focus on algebraic thinking and the common core standards, and high school with a focus on reasoning and sense making and the common core standards.

Implementation:

Implementation of the Common Core will include adapting textbooks, changing materials, and adopting texts, with the goal to change practice in the classroom. The beginning of the implementation process began with a webinar series created and delivered to address alignment and implementation. These webinars and resource materials are posted at the following site for the field to access for math and ELA: http://maine.gov/education/lres/math/ccss_pd.html
http://www.maine.gov/education/lres/ela/ccss_modules.html

Presentations by Maine DOE math and ELA Specialists at the annual ATOMIM conference were focused on implementation of the Common Core using the critical focus areas and also aligning tasks to the mathematical practices, mathematical content and content literacy standards.

The creation of a complete eighth grade digital math textbook, supporting the common core state standards, developed by a classroom teacher in collaboration with the Maine Learning Technology Initiative (MLTI) team is to be released as a full Open Educational Resource (OER) in September, 2012.

More detailed implementation plans for Mathematics and ELA can be found in Appendix 2.

Ongoing Support:

Ongoing support to improve instruction using Common Core standards will be provided in the 2012-2013 school year. Continuing to use the math standards as the example, Maine DOE and ATOMIM will again be offering Dine and Discuss sessions across the state focusing on the Common Core State standards. This year we will be looking at sample tasks from SBAC and the Illustrative Mathematics Project to help inform changes in instructional practices. A second topic of Dine and Discuss sessions will be to look to the NCSM support materials around the 8 Mathematical Practices and how they can be used in classrooms to help support student/teacher understanding.

Maine DOE mathematics specialists and Maine DOE MLTI will collaboratively provide full day PD sessions across the state looking at sample tasks aligned to the Common Core State Standards and use of technology to support student learning and understanding addressing content, pedagogy and technology knowledge. The sessions will be provided for the elementary, middle school, and high school level.

As with all PD, the materials used during the sessions provided will be posted on the department Math webpage: http://maine.gov/education/lres/math/ccss_pd.html

An institute of Maine DOE ESL/Bilingual Programs in collaboration with Project Reach will host a 3-day Summer Academy during June 25-27, 2013 with the focus on “Working with Common Core State Standards (Common Core) and WIDA English Language Development Standards (ELD)” www.maine.gov/education/esl/conferences.htm

The Maine DOE has made available to districts four interactive **Common Core State Standards Noteshare Notebooks** organized by grade spans K-2, 3-5, 6-8, and High School. Contained in each of these interactive notebooks are professional development support materials for teachers to aid in the understanding and implementation of the Common Core State Standards for Mathematics.

As a classroom teacher, time is limited for searching out support materials to gain a deep understanding of the new standards and how to align these to current classroom practices and curriculum. These notebooks have embedded links to resources in the appropriate place within the standards document. As teachers read through the document they have all the links to resources, webinars, and hands-on activities for supporting the transition to and implementation of the Common Core State Standards for Mathematics.

There will be a series of webinars/PD sessions to inform teachers of this resource and how to best use the resource in their work at their district/classroom level. All PD opportunities will encourage all teachers of mathematics, Special Education and EL, to attend and participate. These notebooks can be found at:

Grades K-2: <http://mlti.cross.doe.msln.net/NoteShare/Notebooks/CommonCore/MathK2/>

Grades 3-5: <http://mlti.cross.doe.msln.net/NoteShare/Notebooks/CommonCore/math35/>

Grades 6-8: <http://mlti.cross.doe.msln.net/NoteShare/Notebooks/CommonCore/Math68/>

High School: estimated to be posted by mid-September

The notebooks will be updated on a regular basis as new resources and materials become available at both the state and national level.

Maine DOE will continue to work in collaboration with districts/schools, curriculum coordinators, and CTE directors to work with all staff to support understanding, transition, and implementation

of the Common Core across the state by providing professional development opportunities in various locations.

Maine's Learning Technology Initiative (MLTI) team is aligning its PD and other work with the Common Core, to help educators use technology effectively in teaching to the Common Core standards. MLTI will be adding two new professional development integrators with language in the RFP specifically requesting Common Core integration. The team will be adding targeted content specific professional develop for the upcoming school year focusing on Common Core and digital citizenship. The team has and will continue to assist Common Core presentations with DOE personnel. Maine learning Technology Initiative (MLTI) professional development opportunities can be found at: <http://maine.gov/mlti/events/index.shtml>

Educators working with students with disabilities will benefit from work being done through the state's 2011 State Personnel Development Grant (SPDG). Goal 3 for the SPDG work is to increase the number of Maine special educators who write and implement IEPs so that they are aligned with the Common Core in ELA and math. It is the intent of the Implementation Team to design and develop a statewide sustainable PD plan that will provide training and technical assistance to all SAUs. The following school districts are involved in the work: RSU #2, RSU #15, and Westbrook. There have been 4 planning meetings held to date, with future planning meetings scheduled to occur throughout the 2012/2013 school year. Statewide training for special educators is due to begin in the Spring and Fall of 2013.

- *Does the SEA intend to analyze the extent of alignment between the State's current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?*

During the 2011-12 school year educators were provided with an analysis of the similarities and differences between the two sets of standards. Throughout the transition process, Maine DOE focused on the intended instructional changes necessary for full implementation and not on alignment studies. Rather, the Maine DOE staff members directed practitioners to the Rhode Island DOE comparison of NECAP to Common Core. These links are contained within a larger document distributed during Maine DOE trainings that details Maine's strategy of transitioning to the Common Core:

http://www.ride.ri.gov/Instruction/DOCS/CommonCore/CCSS_vs_GLE-GSE_Overview_Document-Mathematics.pdf

http://www.ride.ri.gov/Instruction/DOCS/CommonCore/CCSS_vs_GLE-GSE_Overview_Document-ELA.pdf

- *Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

Maine DOE will understand the linguistic demands of the Common Core standards through its participation in the World-Class Instructional Design and Assessment (WIDA) Consortium. Staff from the Department have participated in, and benefitted from the work of WIDA to ensure correspondence between the Common Core and ELP standards.

As part of the cross-team collaboration within the DOE, content specialists have made presentations regarding the Common Core to EL professionals, and have learned from ESL professionals what's needed to help English learners meet the Common Core. That Maine DOE staff learning is disseminated to the field through numerous professional development opportunities.

Maine DOE has also created and made available to the field workshops, such as one offered in October this year in Freeport, Maine entitled “The 2012 WIDA English Language Development standards,” a Webinar for EL professionals on “The New Common Core Math Standards and the Next Generation of Science Standards,” taught by DOE content Specialists, and a Summer Academy to be held in Maine in June of 2013 entitled “Working with Common Core State Standards (Common Core) and WIDA English Language Development Standards (ELD). Also, the Title III staff members conduct bi-monthly teleconferences with EL staff to determine needs of the field.

- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?*

Maine is involved in a number of initiatives aimed at ensuring that students with disabilities can access and achieve the Common Core standards. Maine's general practitioner PD opportunities are open to teachers of students with disabilities, and specific targeted PD is offered as well, including presentations at conference of the Maine Administrators of Services for Children with Disabilities (MADSEC), a statewide organization.

Maine is a Tier II Affiliated state in The National Center and State Collaborative (NCSC), a consortium of states developing a new alternate assessment tool for students with the most significant cognitive disabilities.¹ In addition to developing an assessment, NCSC is developing aligned curriculum, instruction and professional development for teachers of students with significant cognitive disabilities. As a Tier II state, Maine will have access to curriculum, instruction and professional development opportunities provided by NCSC, as well as providing beta testing of the assessment instrument.

Maine's professional development efforts for teachers of students with disabilities are enhanced through 2011 Maine's State Personnel Development Grant (SPDG). Goal 3 of the Department's grant is to increase the number of Maine special educators who write and implement IEPs so that they are aligned with the Common Core in ELA and math. It is the intent of the Goal 3 Common Core Implementation Team to design and develop a statewide sustainable PD plan that will provide training and technical assistance to all SAUs with regard to serving students with special needs. SPDG Goal 3 Common Core team is doing this work through a pilot project, which is comprised of:

- 4 information gatherings with Maine DOE Common Core personnel and special education personnel.

¹ See <http://www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html> for more information on NCSC.

- 4 Planning meetings with RSU #2 and RSU #15 to develop a statewide sustainable professional development plan for special educators on the development of IEPs in alignment with the Common Core in ELA and math.
- Future monthly meetings with RSU #2, RSU #15, and Westbrook will consist of the development of the statewide sustainable plan, piloting of the plan with the 3 SAUs represented on the Goal 3 Common Core Implementation Team throughout the 2012/13 school year, and the launching of the statewide training to targeted SAUs in the Spring and Fall of 2013. SAUs will be targeted based on general supervision system monitoring visits. Following training of those SAUs, trainings will be open to other SAUs.
- June 2012 attendance by SPDG Director and SPDG Coordinator at the Maine Administrators of Services for Children with Disabilities (MADSEC) Director's Academy which included:
 - What does standards instruction mean for special education learners and educators? An inside look at modifications made to IEP's and 504 plans when working within a standards-based model was provided along with how accommodations and modifications can be made to help all learners acquire proficiency in each standard will be shared. Additionally, the evolution of intervention and the strategic response to intervention data was discussed.
 - Common Core State Standards for Math and ELA by Maine Dept. of Education, Language Arts and Mathematics Specialist provided an overview of the Common Core State Standards for English Language Arts and Math, including focus on the principles that are foundational to the design and implementation of the standards, as well as the timeline for implementation. Information about how the Common Core connect to State level assessment will was highlighted. Web-based tools to assist with implementation of the Common Core were shared.
 - The Standards-Based Individualized Education Program was presented by Sharen Bertrando, and Silvia DeRuvo who are both Special Education Development Program Specialists from WestEd. This training provided an overview of the key elements of a standards-based education aligned to the Common Core Standards for students with disabilities including alignment of instruction to the Common Core Standards, driven by data based decision making on school-wide measures as well as individualized progress monitoring data points and diagnostic assessments. In addition, they addressed Aligning the Common Core Standards to Specially Designed Academic Instruction which focused on the application of Common Core Standards aligned IEP goals in classroom instruction for students of varying degrees of disability and on the instructional process that supports different entry points in which classroom instruction aligned to the goals is designed to meet student needs from the least complex to the most complex tasks including, tasks the embed the standard, classroom tasks that focus on modified standards, classroom tasks that allow for a different response format and tasks that focus on the standard as it is written.

Maine will continue to review and revise, as needed, special education policy and practices in order to more fully support this work. Maine will continue to share evidence-based best practices with regard to special education services. This will help meet Maine's goal that all students with special learning needs have access to efficient, effective and appropriate services that help them succeed.

- *Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA's plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State's college- and career-ready standards?*

In addition to the webinars and conferences involving educators directly affected by the Common Core, Maine DOE has made long-term efforts to disseminate and explain college and career-ready standards through the work of our Communications Team, through presentations and workshops at conferences and smaller public forums.

Our Commissioner's Update, sent weekly to almost 3,000 subscribers, contains articles and links to information on numerous subjects, including Common Core implementation updates. The updates are often forwarded by LEA administrators to all faculty and staff in each school and are archived on the Maine DOE website.

Furthermore, outreach is provided by content area. For example, during the 2010-2011 school year Maine DOE held various workshops across the state, hosted by districts, regional curriculum groups, and higher education, to inform the field of the new standards and where to find information and support. For example, a webpage for English language arts information was developed and located at: <http://www.maine.gov/education/lres/ela/standards.html>

Maine's higher education community has been aware of, and involved from the beginning in embracing the Common Core standards and Smarter Balance Assessment Consortium (SBAC) initiatives. Early in the process, Maine's public higher education institutions signed MOUs agreeing to participate in the development of assessments and agreeing to adopt policies accepting proficiency in the Common Core, as shown by SBAC assessments, as sufficient to avoid the need for remedial services in their institutions. (See Attachment 5).

Finally, Commissioner Bowen reinvigorated the Education Coordinating Committee, a group consisting of the Commissioner and the Board Chairs and Presidents of the Maine Maritime Academy and each of Maine's higher education systems – the University of Maine System and the Maine Community College System.

The ECC met March 13, 2012 and agreed to place college readiness and transition as its top priorities. It formed The College Transitions Working Group (CTWG) which is focused specifically on these issues at the interface of K-12 and higher education. The CTWG report was submitted July 30, 2012 to the Commissioner of Education who is the Chair of the ECC. The report will be used as the formative device to prepare a comprehensive plan for the ECC's endorsement.

- *Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?*

The Maine Professional Development Model (MPDM) is intended to provide guidance, resources and templates for educators, education agencies, professional organizations (teachers, administrators, school boards), local education agencies (SAUs), higher education, and other providers of professional development in the state of Maine.

Maine DOE's Title II department made grants to support professional development in LEAs during the 2011-2012 school year, funded with Title IIA Improving Teacher Quality State Grants funds and Title IIB Math Science Partnerships Grants . Many of the grant applications specifically focused on teaching to the Common Core. Examples of these include:

Title IIA

- MSAD 6 (Buxton, Maine)
Teacher leaders were trained in Standards-Based Mathematics Curriculum and Methodology, including those necessary to implement the Common Core State Standards for Mathematics, as well as data analysis in order to support the ongoing professional development of every mathematics teacher.
- MSAD 23 (Carmel, Maine)
Teachers and administrators conducted research to find grade level assessments that teachers can use on a regular basis. The District hired a consultant to help guide them to find that assessment tool(s), share with staff best practices in math instruction, and review their math curriculum for continuity with the Learning Results and the Common Core State Standards for Mathematics.
- MSAD 32 (Ashland, Maine) and MSAD 1 (Presque Isle, Maine)
Teachers were afforded the opportunity to attend local, regional and state workshops that were approved by the district and that fit into the district's plan for improving classroom instruction for all students in the content area of math, including implementation of the Common Core State Standards for Mathematics.
- Fayette School Department
Each teacher produced an assessment profile/needs of students using end of the year 2010 assessment data and upcoming 2011 assessment data to analyze specific weaknesses of students' in math. Professional development workshops targeted these specific weaknesses. Math interventions were developed and used with students. Students were made aware of the Common Core State Standards for Math and learning targets in order to set goals and monitor their own learning.

Title IIB.

- Western Maine Mathematics and Science Collaborative, September 2011 to August 2014. Serving 55 teachers and administrators. Includes the following goals: increase middle and high school teachers' and administrators' mathematical content and pedagogical learning, especially as needed to support struggling learners and implementation of the Common Core State Standards for Mathematics; increase middle and high school science, math, and special education teachers' content knowledge related to math and science within the CTE programs, especially as needed to implement the Common Core State Standards for Mathematics and the Next Generation Science Standards; and increase elementary teacher leaders' content and pedagogical knowledge of mathematics, especially as needed to implement the

Common Core State Standards for Mathematics.

- Early Mathematical Thinking Enhancement Project, September 2010 to August 2013. Serving 138 teachers and administrators, includes as goals: Expand the work of Early Mathematical Thinking (EMT) formative assessment in K-4 mathematics; B: Increase teacher mathematical content and pedagogical knowledge, especially as needed to implement the Common Core State Standards for Mathematics; and Align the EMT screening items to the Common Core State Standards for Mathematics.
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- Learn, Experience, Apply in a Regional Network - Mathematics!, September 2010 to August 2013, serving 9 teachers and 300 students; and Midcoast Maine Mentoring Mathematics and Career Technical Education, September 2011 to August, 2014, serving 14 teachers and 450 students. Goals include: continue to refine a model of professional development to improve teachers' content knowledge, content specific pedagogical knowledge and skills, and instructional practices in measurement and approximation, data analysis and statistics, and probability, especially as needed to implement the Common Core State Standards for Mathematics; and improve middle, high, and career technical students' achievement in measurement and approximation, data analysis and statistics and probability, in order to be college and career ready..

❖ **Governor's Academy – past, present, and future**

Maine offers its science and math teachers a robust professional development opportunity, through the Governor's Academy for Science and Mathematics Leadership. Inspired by her participation in West Ed's National Academy for Science and Mathematics Leadership, Page Keeley, Senior Program Director for the Maine Mathematics and Science Alliance, developed, found funding for, and implemented the first Governor's Academy for Science and Mathematics Leadership Cohort in 1999. The Governor's Academy is a 2-year long project that provides professional development, with the aim of producing teacher-leaders in the fields of science and mathematics. In 2005 a second cohort group "graduated" from the Academy. These two cohort groups have generated a relatively small but strong and well-informed cadre of science and mathematics leaders in Maine. Many of the Academy fellows lead content area professional development efforts throughout the state and have been recognized for their teaching expertise through recognition in the Presidential Award Program, National Board for Professional Teaching Standards Certification and other national recognition programs. Many of the fellows have stepped into regional and state-level leadership positions.

In June of 2011 Commissioner Bowen attended the graduation of the third cohort of the Governor's Academy for Science and Mathematics Leadership. The graduation of the Third Cohort of Academy fellows added 25 more teacher leaders to Maine. These teacher leaders are well equipped to support mathematics and science education reform in Maine schools. The implementation of the Common Core State Standards for Mathematics and the anticipated implementation of the Next Generation Science Standards (NGSS), with its strong focus on engineering, make the development and support of leadership in STEM (science, technology, engineering, and mathematics) more critical than ever.

- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare*

principals to do so?

Under the leadership of the Superintendent of Instruction, the Department has greatly expanded professional development offerings for principals and other school leaders. A proposed statewide Leadership Training institute for the summer of 2012 was replaced with smaller, regional leadership training programs for superintendents, district administrators and principals. In addition Maine school based administrators have been and continue to be provided with general content background and transitional timeline information towards the 2014-15 implementation of Common Core assessment. Individual content specialist in ELA and mathematics have provided multiple statewide workshops on content and have established websites providing insights on content expectations. The SMARTER Balanced Assessment Consortium will provide sample assessment items for schools to utilize in 2013-14 and principals will be apprised of these procedures and released items. The DOE staff will continue to assist principals with the implementation of these new expectations.

The Maine Principal's Association also provides statewide training opportunities at annual conference sessions by working with DOE staff and school district practitioners to improve the capacity of building leaders to understand both content depth and the assessment results. Interpreting these results and adjusting instructional practice accordingly is an essential component of principal leadership. Additionally a collaborative between the Maine Development Foundation and the Maine Principals' Association, with the assistance and support of the UNUM Insurance Company and the DOE is providing a year long training experience to Principals and Superintendents on educational leadership to improve student achievement.

The Maine School Superintendent Association also annually invites principals and superintendents to present and learn about transformational practices to embrace the Common Core and improve student achievement.

- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?*

Maine will take advantage of the availability of high-quality instructional materials produced in national and regional efforts, such as the National Center and State Collaborative and the Council of Chief State School Officers' State Collaboratives on Assessment and Student Standards. The Maine DOE is focusing on working with other states in the creation of high-quality materials and on ensuring that we have the delivery systems to share those materials with local practitioners. For example, the Department is in the process of creating a web-based collaboration platform called the Online Communities of Practice, through which practitioners will share resources, problem-solve and coordinate efforts in implementation of the Common Core, as well as other initiatives.

- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

One of the major education policy initiatives advanced by Maine governor Paul LePage has been to expand access to early postsecondary learning opportunities for Maine’s high school students and comprehensively address issues of credit transfers from one educational institution to another. Upon taking office, the governor, through Executive Order, created a task force on early post-secondary access, which has met regularly for more than a year and is currently developing a post-secondary access proposal to take to the legislature in the upcoming legislative session. The task force has already issued an interim report containing a series of policy recommendations for school, district and higher education leaders.

The Department has undertaken a series of other actions to provide students with a broad array of courses and educational opportunities designed to help each student achieve college and career-ready standards.

- During the last legislative session, the Department advanced legislation to ensure that all of Maine’s Career and Technical Education centers adopt national career and industry standards, providing more students with the opportunity to graduate with the skills and knowledge needed to succeed in industry. This legislation also created a process to streamline the transfer of credits from the state’s CTE centers to its Community College system.
- The state is supporting a handful of pilot programs designed to create college and career pathways for students, including a pilot program involving a high school, a Career and Technical Education center, a Community College and the state’s flagship public university. Students in the pilot will be able to follow a specially designed course pathway providing the opportunity to pursue a number of college and career opportunities.
- Understanding that the rural nature of Maine often makes transportation a barrier to educational opportunities, the state has been actively developing a comprehensive plan to expand access to online and digital learning opportunities. The state already supports a highly-successful program to provide more than a dozen AP courses online to students across Maine, and is developing plans to expand that program and provide a greater variety of online learning options aligned to the Common Core standards. A task force, created by legislation earlier this year, is at work developing a roadmap to expand access to learning opportunities like these.
- The Department is working with Maine’s higher education community in unprecedented ways to better align the state’s secondary and post-secondary institutions. Earlier this year, a commission was created to review how the state’s public postsecondary institutions determine college readiness, with the goal of better coordinating secondary coursework to ensure alignment with college readiness indicators.

The Department is committed to expanding learning opportunities for all of Maine students, to ensure that all students are prepared for college, careers and civic life upon graduation.

- *Does the SEA intend to work with the State’s IHEs and other teacher and principal preparation programs to better prepare—*
 - *incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and*

- *incoming principals to provide strong, supportive instructional leadership on teaching to the new standards?*

If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?

The College Transitions Working Group also focuses on the preparation of teachers and principals. Throughout the course of the waiver, the CTWG will continue to work with teacher education deans and directors, both public and private, to redesign policies, programs and professional development (led by Associate Provost/Ed Dean from University of Maine-Farmington).

The Maine State Board of Education has authority to review and approve educator preparation programs in the State. The Board in 2011 convened a Task Force to recommend revisions to the rule governing approval of educator prep programs (Rule Chapter 114). See <http://www.maine.gov/doe/rule/changes/chapter114/index.html> for an explanation of the rationale and members of the Task Force. Among other changes, the proposed rule adopts InTASC and ISLLC standards for teacher candidate preparation, and continues to stress the need for alignment of teacher preparation with the Maine Learning standards. Unit Standard 2.1.2(e) requires teachers to incorporate “tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State’s college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
 - *Raising the State’s academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State’s 4-year public IHEs, or conducting NAEP mapping studies.)*
 - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State’s college- and career-ready standards?*
 - *Implementing another strategy to increase the rigor of current assessments, such as using the “advanced” performance level on State assessments instead of the “proficient” performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

If so, is this activity likely to result in an increase in the rigor of the State’s current assessments and their alignment with college- and career-ready standards?

Maine will be revising current State assessments to reflect the transition to the Common Core State Standards for Mathematics and English Language Arts. Maine students in grades 3-8 currently take

the NECAP tests, developed and implemented in collaboration with three other states in New England. Beginning in the Spring of 2015, students will take the Smarter Balanced Assessment Consortium (SBAC) tests. NECAP testing will continue through the fall of 2012 and 2013, with some adjustments to reflect the transition to the Common Core State Standards in Mathematics.

State department of education staff members from the NECAP states have thoroughly compared the Common Core with the NECAP Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs). Following comparison, the staff developed the plan for transition to Smarter Balanced Assessment of the Common Core standards, calling for removal of questions from the 2013 administration of the NECAP mathematics test for grades 3-8.

The transition plan was reviewed by the assessment specialists and content specialists from Maine (and each NECAP state) as well as by the states' assessment contractors and the NECAP Technical Advisory Committee. The transition plan has been posted on the Maine DOE Website at <http://www.maine.gov/education/necap/index.html> and included in numerous PD materials provided to educators – including materials for those who teach Special Education and English Learners. See the transition plan timeline at the end of this section for more details.

- *Does the SEA intend to analyze the factors that need to be addressed in preparing teachers of students with disabilities participating in a State's alternate assessment based on modified academic achievement standards (AA-MAAS) in order to ensure these students can participate in the assessments that will be aligned with college and career-ready standards?*

Maine does not current have an assessment based on modified academic achievement standards. We believe SBAC assessments will provide sufficient accommodations and modifications to allow the majority of students with disabilities to participate in the regular SBAC assessment. The April 2012 description of the development of the SBAC assessments aims to provide the accommodations necessary to enable students who might otherwise take such alternate assessment to take the regular assessment: “The Accessibility and Accommodations Guidelines include six documents that are intended to be used by item writers and accessibility experts to make items and tasks accessible to as many students as possible.”²

- *Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State's college- and career-ready standards?*

For a learner-centered educational system of the kind Maine intends to implement to function, all the elements of that system must be carefully aligned to allow learners to move at their own pace and have multiple opportunities to demonstrate proficiency. Too frequently, however, the various pieces of the educational system are disconnected from one another. Early childhood programs are disconnected from the elementary school programs they feed into. A middle school may embrace a learner-centered model, but the high school its students are to attend does not. Barriers are sometimes erected that prevent students from having access to Career and Technical Education programs, or that complicate the transition from high school to post-secondary educational opportunities.

² p. 18, <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/ItemSpecifications/GeneralItemSpecifications.pdf>

Every effort will be made, from the highest levels, to ensure that educational programs are fully aligned and that they all embrace a model of schooling that puts the needs of the learner first. Some of this important work is already underway.

- Recent meetings between the Maine DOE and the state’s institutions of public higher education have resulted in an agreement to establish a collaborative working group to focus exclusively on post-secondary transition issues. Specifically, work is underway to ensure collaboration on the definition and indicators of college and career readiness, while our Community College systems is working with our Career and Technical Education centers to ensure a smooth transition to higher education for CTE students.
- At the other end of the age spectrum, while Maine did not win a federal Race to the Top – Early Learning Challenge grant, which was aimed at improving early childhood programming, state officials have moved ahead with as much of the proposed work as possible, including the development of a permanent inter-agency working group devoted to coordinating early childhood policies and practices.
- Last legislative session, legislation was passed to more fully align the state’s Career and Technical Education programs with industry-recognized career standards as well as the Common Core standards. These efforts will ensure that students at our CTE centers will receive a rigorous, standards-based education.
- Each of these efforts represents a significant step toward a more fully aligned educational system from early childhood into adulthood.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Maine is a governing member of SBAC. The image below explains the SBAC assessment system:

SMARTER
Balanced Assessment Consortium**A Summary of Core Components**STATE STATUS ☒ Governing ☐ Advisory

LEVEL OF PARTICIPATION

The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an **assessment system based on the new Common Core State Standards (CCSS)**. To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do.

With strong support from participating states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness.

The core components of SBAC are:**Summative assessments:**

- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics;
- Designed to provide valid, reliable, and fair measures of students' progress toward and attainment of the knowledge and skills required to be college and career ready;
- Capitalize on the strengths of computer adaptive testing, i.e., efficient and precise measurement across the full range of achievement and quick turnaround of results;
- Produce composite content area scores, based on the computer-adaptive items and performance tasks.

Interim assessments:

- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals;
- Designed as item sets that can provide actionable information about student progress;
- Serve as the source for interpretive guides that use publicly released items and tasks;
- Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- Afford teachers and administrators the flexibility to:
 - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
 - administer these assessments at strategic points in the instructional year;
 - use results to better understand students' strengths and limitations in relation to the standards;
 - support state-level accountability systems using end-of-course assessments.

System Features

- Ensures coverage of the full range of ELA and mathematics standards and breadth of achievement levels by combining a variety of item types (i.e., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills.
- Provides comprehensive, research-based support, technical assistance, and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards.
- Provides online, tailored reports that link to instructional and professional development resources.

Formative tools and processes:

- Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- Will be used by teachers and students to diagnose a student's learning needs, check for misconceptions, and/or to provide evidence of progress toward learning goals.

The timeline below illustrates the progress toward implementation of SBAC and implementation of proficiency-based demonstration of learning and graduation:

TIMELINE FOR SELECTED MAINE DOE ESEA AND RELATED INITIATIVES

Area	2012						2013				2014				2015				2016				2017			
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Common Core					(9/11)																					
NECAP						✓						✓ last test														
MHSA ELA & Math	✓									✓ last test																
Smarter Balanced Assessment Consortium																		✓ 1 st test								
MHSA Sci.										✓								✓								
Gr 5-8 Sci.										✓								✓								
Stds-Based Diploma									Stds-based system tools (3/1)				Transition Plan (7/1)													
Maine Educator Effectiveness Council	MEEC convenes						Rec to Ed Committee (11/11)																			
ESEA Flexibility	Workgroups convene				App. Due (9/6)																					

Compiled for Maine ESEA Flexibility Workgroups (6/1/2012)

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

As stated at the beginning of this application, Maine’s ESEA request is based on five pillars: accountability, assessment, growth, support and educator effectiveness.

With regard to accountability, Maine proposes to set ambitious yet achievable performance targets for every school and to publicly report both achievement of those targets and growth toward meeting those targets. To be discussed in much more detail throughout this section that addresses Principle 2, in place of the current NCLB model for school and district accountability, Maine proposes to build a school-based accountability system built on multiple measures that assess academic growth as well as attainment of learning outcomes.

A critical element in this system is the School Accountability Index (scale: 0 – 100), which will represent a more comprehensive and meaningful way of determining overall school performance and will contain the following variables for every school regardless of their Title I status:

1. The percentage of students meeting or exceeding grade level standards in reading and math relative to each school’s six-year proficiency target
 - Student proficiency will be measured by NECAP for grades 3-8 and MHSA for grade 11
2. Year-to-year progress
 - Progress will be measured by an increase in the percentage of students in the school meeting or exceeding grade level expectations from one year to the next relative to the school’s expected growth trajectory in reading and math, again measured by NECAP for grades 3-8 and MHSA for grade 11
3. Student Percentile Growth for applicable students and grade levels
 - Growth will be measured in grades 4-8 math and reading measured by NECAP following the commonly used Colorado model now calculated and made available through the State Longitudinal Data System (http://dw.education.maine.gov/DirectoryManager/Web/Maine_report/MaineLanding.aspx)
4. 5-year cohort graduation rate for any school that has a 12th grade

- The selection of this particular measure is extremely important to Mainers. Well over 1,500 individuals responding to a series of questions in a comprehensive survey (see Attachment 2b). Of all the suggested measures, high school graduation received the highest support for inclusion as part of a more comprehensive identification process. In addition, the AMO Workgroup – comprised of educators from across the state – determined early on that using a 5-year rate would be a more meaningful and accurate measure for this purpose. The DOE’s strategic plan emphasizes student-centered learning, whose primary principle is promoting learning as the constant and time as the variable. Because so many high schools continue to serve and support students who are unable to graduate in four years, the Workgroup’s decision to include the 5-year rate demonstrates an acknowledgement of LEAs’ commitment to attaining college and career-readiness for all of its students. During the public and online forums hosted by the Commissioner during the month of August, this determination was frequently highlighted by participants as one of the strong points of the proposed ESEA Flexibility request.

Under the ESEA Flexibility, Maine will identify, recognize, and support schools in a differentiated system that acknowledges their past performance, holds them accountable for growth, and provides customized support and interventions tailored to their unique needs. Maine is establishing the goal of improving the proficiency of all students in the required tested years (grades 3 through 8 and grade 11) in both reading and mathematics. Maine is committed to reducing the number of students *not* proficient by half over the next six years or by the end of the 2018-2019 school year.

It is important to note that the requirements of the accountability system described here apply only to schools who receive federal Title I program funds. Nevertheless, in an effort to ensure schools and communities have the most meaningful information, Maine will continue to publish school- and district-based report cards indicating how well their students are performing and progressing on important outcome measures such as proficiency, graduation, participation, and attendance rates for all students, and for each subgroup for which there are at least 10 students.

As described in the Consultation section, during the past 12 months, Maine has engaged in a statewide discussion in order to establish a system for meaningfully measuring student and school growth. Through these discussions, core principles of Maine’s plan for a differentiated recognition, accountability, and support system were established. These principles include:

1. Establish rigorous learning standards and expectations in reading and mathematics – discussed in Principle 1
2. Identify and provide targeted and specialized support for Maine’s lowest performing schools (priority)
3. Identify and provide targeted and specialized support for Maine schools with the greatest within-school achievement gap (focus)
4. Reward the schools with the very best achievement levels and those with significant year-to-year improvements
5. Provide schools and districts with specific public report cards with ambitious targets that require every school and district ensure to improve at every grade level for every student subgroup.

6. Ensure that every Maine school benefits from the instructional practices, organizational design, leadership approaches, and successful parent and community partnerships in place
7. Develop a system of statewide and regional supports, including vibrant networks that nurture and grow the capacity for educational excellence envisioned for the state of Maine. These networks and supports will be made available to all schools, regardless of their Title I status and their performance

With these principles established, Maine’s Department of Education and its stakeholders then set two overarching goals for the state:

1. Maine’s High School graduation rate will be 90% by 2016
2. The percentage of Maine students not meeting learning expectations will decrease by at least half by the 2018-19 school year (in six years)

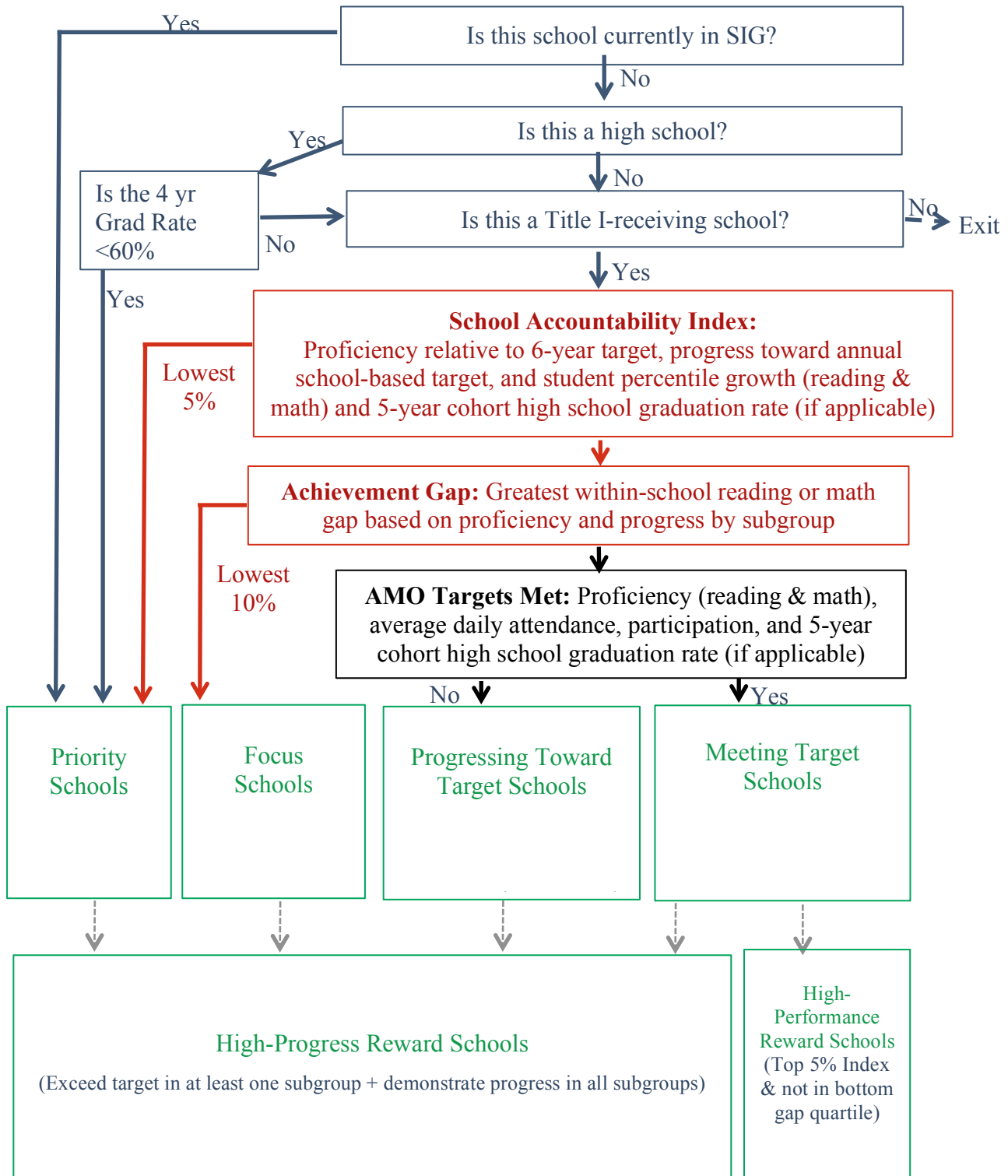
There will be four categories of schools in Maine’s differentiated, recognition, accountability, and support system:

1. **Priority Schools**
 - lowest 5% overall School Accountability Index
 - This is an estimated 19 schools (in 2011-2012, there were 382 schools receiving Title I funds) and includes all 3 SIG schools from the 2010-2011 school year that will have one year remaining on their three year plan
2. **Focus Schools**
 - 10% of Title I schools with greatest within-school achievement gaps calculated using a Within-School Achievement Gap Index. This is an estimated 39 schools
 - The n-size will decrease from 20 (historically used in the NCLB system) to 10 for eligible sub-groups
3. **Progressing Toward Target Schools**
 - remaining Title I schools not meeting all of their annual achievement growth targets
4. **Meeting Target Schools**
 - remaining Title I school meeting all of their annual growth targets

Maine will also recognize **Reward Schools**. These schools will be differentiated in two ways:

1. **High-Performance Schools**
 - a. Top 5% of schools on the overall School Accountability Index score and **not** in the bottom quartile (25%) of schools on the within-school gap measurement
2. **High-Progress Schools**
 - a. Schools meeting or exceeding at least one of their annual targets while also making progress on all other targets and **not** in the bottom quartile (25%) of schools on the within-school gap measurement. Schools in any of the four accountability groups are eligible for recognition in the High Progress group

The following diagram summarizes the determination process and differentiated identification of schools in the system proposed by Maine under the auspices of the ESEA Flexibility opportunity.



Furthermore, the School Accountability Index will be used by the state to provide schools and districts with specific public report cards. The report cards will have ambitious targets that require every school and district to improve at every grade level for every student subgroup. Report cards will have two sections:

1. Section 1 – Progress toward school & district based AMO targets
 - Achievement, attendance, participation, and graduation –whole school and all eligible subgroups.
 - This will be calculated for all schools (regardless of Title I status)
2. Section 2 – ESEA Accountability AMOs
 - School and District Accountability Index;
 - Within-School Achievement Gap for all eligible subgroups.
 - Designation of status for Title I receiving schools only.

In order for the state to understand the needs of its high-need schools, schools will conduct a comprehensive self-assessment. The self-assessment instrument will be aligned with the seven ESEA Turnaround Principles by:

1. providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
2. ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
3. redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
4. strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
5. using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
6. establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
7. providing ongoing mechanisms for family and community engagement.

Currently, a number of Maine educators use the New England Secondary School Consortium *Global Best Practices Toolkit* (Appendix 3), where alignment to the ESEA turnaround principles will be identified. Other instruments could also be used as long as they demonstrate strong alignment with the turnaround principles, including:

- The self-assessment needs to be thorough and involve all faculty
- The DOE School Improvement Specialist will provide direct support and facilitation to the school regarding the self-assessment

- Once the self-assessment is complete, the school will then construct a comprehensive 2-year school improvement plan addressing:
 - The results of the self-assessment
 - The 7 ESEA Turnaround Principles
 - Strategies that will lead to improved student learning and growth
- The plan will be supported by a bank of promising strategies aligned with the turnaround principles drawn both by research and from best practices found in Maine schools who have successfully demonstrated progress under the current accountability system. This bank of promising and effective strategies will be made available to all schools in the state, regardless of their accountability status and their Title I designation.
- The Plan must be developed collaboratively by a representative group of stakeholders
- The plan will be submitted to the Maine DOE for review and approval. Maine DOE will use a plan review rubric aligned with the 7 turnaround principles
- Upon approval by the Maine DOE ESEA team, the available funds will be distributed to the school
- Direct support will be provided by the Maine DOE via the assigned School Improvement Specialist

Providing interventions and supports

Maine is deeply committed to ensuring its schools ongoing improvement efforts are well-informed and supported. To that end, a myriad of activities and resources will be made available not only to focus and priority schools, but to all public schools regardless of their Title I status. These are summarized in the following table:

Intervention & Support	Description, rationale, outcomes
Self-Assessment	<ul style="list-style-type: none"> • Need to engage in honest reflection, collaborative reflection that specifically analyzes root cause and informs areas that need highest level of intervention. This will provide baseline data for development of improvement plan.
Improvement Plan	<ul style="list-style-type: none"> • Outline annual goals, based on measurable objectives, using research-based indicators/high-leverage strategies aligned with root cause and hoped-for outcomes • Contains clear and explicit timelines • Informs ongoing reflection by providing benchmarks and progress toward target and leads to a continuous cycle of planning, implementing, reviewing
Alignment with 7 ESEA Turnaround Principles	<ul style="list-style-type: none"> • As mentioned, the self-assessment and proposed strategies in focus schools must be aligned with the 7 ESEA Turnaround Principles. The DOE School Improvement Specialist assigned to each focus school will support and ensure this alignment.
Targeted Title I accountability / ESEA directed funds	<ul style="list-style-type: none"> • Title I (1003(A)) school improvement funds will be used to support priority and focus schools

Intervention & Support	Description, rationale, outcomes
Required 20% set-aside of Title I district allocation (applies only to schools not exiting status in 2 years)	<ul style="list-style-type: none"> Priority and focus schools not demonstrating progress during their first two years - and therefore not exiting their accountability status designation - will need to direct additional funds to support/implement higher levels of intervention beyond the capacity of 1003(a) funds
Convert to Schoolwide Title I status	<ul style="list-style-type: none"> Priority schools that do not have schoolwide Title I status will be required to change their designation so that Title I-funded services will be made available to all students. This will allow greater flexibility of use of district Title I allocation to the school and provide greater levels of resources to support school-based interventions, supports, and school improvement activities
School-based improvement team	<ul style="list-style-type: none"> School improvement must be a collaborative process and include all stakeholders in the school (administrators, teachers, parents, etc.). This strategy also clearly aligns with the 7 ESEA Turnaround Principles and is based on research/best practices
DOE Title I School Improvement Consultants	<ul style="list-style-type: none"> Provides facilitation of planning process Serves as school improvement coach providing guidance and support (technical assistance) Serves as an external critical friend to the process Provides monitoring from SEA level Serves as a conduit of information between the SEA and LEA
Specialized DOE support (e.g. Response to Intervention, Students With Disabilities, English Language Learners, Content Areas and other Student Services such as truant, dropouts, homeless, migrant students)	<ul style="list-style-type: none"> The DOE's team of professionals who are responsible for organizing and providing specialized support to LEAs will be – in part - directed to serve schools identified in the new accountability system Their work will be coordinated by the Chief Academic Officer and by the Title I School Improvement Office This work will coordinate the sharing of resources and information and where and when appropriate, possibly provide training between the work of specialists within the SEA targeted to schools in the Title I system This will also continue to focus on ongoing work inside the DOE to refocus and refine responsibilities of DOE personnel guided by the Strategic Plan

Intervention & Support	Description, rationale, outcomes
Affinity / Special Issue Networks	<ul style="list-style-type: none"> • These networks – or Professional Learning Groups – will provide opportunities for schools with issues in common to share best practices and engage in collaborative support work to address similar challenges and dilemmas • Provides a way to focus and harness specialized resources and supports for most critical needs • Results in more efficient use of resources • When appropriate, these networks will meet and continue to collaborate using online means of communication
Regional Networks	<ul style="list-style-type: none"> • Bring together schools in a region, again for efficiency • Honors unique differences across Maine’s very large geographic area • Fosters school to school relationships leading to the establishment of authentic and powerful Professional Learning Groups or Networks • DOE will facilitate a connection with already existing regional support organizations that serve schools in a particular region with established track record of successful support (e.g. Western Maine Educational Collaborative, CACE: Central Aroostook Council on Education; DEEP: Down East Education Partnership; etc.)
Transformational Leaders Network (Regional and grade level)	<ul style="list-style-type: none"> • This existing network – bringing together school principals and building-based leaders – will grow and continue to assist in the planning and implementation of school improvement plans .
Quarterly/Continuous progress reports	<ul style="list-style-type: none"> • Will allow DOE to follow progress more closely and support mid-course corrections when needed • Leads to monitoring and supporting of the implementation of the school improvement plan • Prompts ongoing reflection in the school improvement cycle
Annual reporting (summative)	<ul style="list-style-type: none"> • Year-end comprehensive report illustrating progress of student learning and growth • Includes year-end budget report • Prompts reflection (lessons learned and implications for subsequent planning) • Provides evidence of implementation

Intervention & Support	Description, rationale, outcomes
DOE-sponsored school improvement events	<ul style="list-style-type: none"> Based on common need as gathered from school performance data, and/or feedback from school improvement consultants, from the schools and analysis of schools' self-assessment Provides economy of scale for professional development In the past, the DOE has offered single and multi-day training around math, data-driven decision-making, formative assessments. The list of topics and issues addressed will expand to include ongoing support for Common Core implementation.
DOE web-based improvement resources for best practices (instruction, leadership, community engagement)	<ul style="list-style-type: none"> Available to all schools. Resources are preliminary vetted by the DOE and general process for guiding the selection and implementation of tools. Schools can choose from a variety of tools (e.g. there could be several assessment and action planning tools to choose from) University faculty and researchers as part of a board of advisors to DOE school improvement division along with representatives from Reward schools to provide review and consideration guidance around tools and resources
Online AMO, SAI, and Within-School Gap Index calculator	<ul style="list-style-type: none"> This easy-to-use online calculator will allow schools to develop their 6-year AMO targets, expected annual targets for each grade level and subgroup for reading and math, and HS graduation rate. It will also provides real-time data analysis providing schools with an indication of where they are on each index.

Each newly identified or continuing Title I Continuous Improvement Priority Schools (CIPS) not categorized as a Priority or Focus school will be reviewed to determine where they should be in the new system. If any fall into the category of “progressing toward standard” the interventions and supports may include:

- Partial time with a Maine DOE consultant
- Funds to support their improvement efforts, depending on level of need and availability
- All available I & S resources in the above table

Table 1. Interventions and supports by accountability designation

	Priority	Focus	Progressing	CIPS	Meeting	Title I	All Public
Self-Assessment	✓	✓	Available	✓	Available	Available	Available
Improvement Plan	✓	✓	Available	✓	Available	Available	Available
Alignment with 7 ESEA Turnaround Principles	✓	Available	Available	Available	Available	Available	Available

	Priority	Focus	Progressing	CIPS	Meeting	Title I	All Public
Targeted Title I accountability / ESEA directed funds	✓	✓	N/A	✓	N/A	N/A	N/A
Convert to Schoolwide Title I status	✓	✓	Available	Available	Available	Available	N/A
School-based improvement team	✓	✓	Available	✓	Available	Available	Available
DOE Specialist Assigned	✓	✓	N/A	✓	N/A	N/A	N/A
Affinity / Special Issue Networks	✓	✓	Available (if applicable)	✓	Available (if applicable)	Available (if applicable)	Available (if applicable)
Regional Networks	✓	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)
Specialized DOE support (RTI, Content, etc.)	✓	✓	Available	✓	Available	Available	Available
Transformational Leaders Network	✓	✓	Available (if applicable)	✓	N/A	N/A	N/A
Quarterly progress reports	✓	✓	N/A	✓	N/A	N/A	N/A
Annual reporting	✓	✓	N/A	✓	N/A	N/A	N/A
DOE-sponsored school improvement events	✓	✓	Available	✓	Available	Available	Available
User-friendly Maine DOE web-based improvement resources for best practices (instruction, leadership, community engagement)	✓	✓	Available	✓	Available	Available	Available
Online AMO, SAI, and Gap Index calculator	Available	Available	Available	Available	Available	Available	Available

The theory of action with providing these interventions and supports is that schools will improve when all stakeholders are involved in a comprehensive, collaborative, long-term process that is informed by a research-based framework that begins by analyzing root cause and directs strategies and resources where they are needed most. In order to understand whether or not the interventions and supports are working, priority and focus schools will implement their comprehensive school plan and be supported by the Maine DOE for at least two years. They must demonstrate progress toward their learning targets for 2 consecutive years. After priority and focus schools demonstrate progress toward their targets for 2 consecutive years, they will continue to receive limited support and monitoring by Maine DOE for one more year. If schools demonstrate continued growth in 3rd year without additional funds, they will exit their status, though will be able to avail themselves of Maine DOE support if they choose.

Schools that do not demonstrate growth during the first two years of targeted support as either priority or focus will experience an expanded set of interventions and supports. These include:

- A Maine DOE/External review team that will conduct school assessment using an instrument that is aligned with the 7 ESEA Turnaround Principles
- The Maine DOE team will support and approve the construction of an updated school improvement plan informed by the external review
- Focus schools not demonstrating progress during the first two years must address all 7 Turnaround Principles
- All priority and focus schools not demonstrating progress during the first two years must also set-aside 20% of its district Title I allocation to support the school improvement plan
- If there still is no improvement from year 3 to year 4, then the school must identify – with the support and guidance of the DOE - at least one certified specialist - whose primary responsibility will be to provide ongoing classroom-based professional development and support around the implementation of best practices for instruction. The area of expertise of this classroom-based professional and their work in the school must directly align with the identified needs that result from the externally conducted school assessment.

2.A.ii *Select the option that pertains to the SEA and provide the corresponding information, if any.*

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ul style="list-style-type: none"> i. Provide the new AMOs and an explanation of the method used to set these AMOs.
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2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)
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Six-year Proficiency Targets

Maine will establish proficiency targets in math and reading in a manner that cuts in half, by 2018-19, the percentage of students who are not proficient in reading or math. Targets will be specific to each school, each grade level, each subject and each subgroup within a school.

Example:

(Imaginary) Pineville Middle School's Grade 8 proficiency rates in the 2012-13 school year are as follows:

	Math	Reading
Caucasian/White	52	60
African American/Black	<i>Fewer than 10 students</i>	
Hispanic	<i>Fewer than 10 students</i>	
Asian or Pacific Islander	<i>Fewer than 10 students</i>	
American Indian/Native Alaskan	<i>Fewer than 10 students</i>	
Economically Disadvantaged	48	48
Students with Disabilities	38	50
Limited English Proficient	<i>Fewer than 10 students</i>	

A proficiency target for school year 2018-19 will be established for Pineville Middle School, for each subject and each grade that's assessed, and for each sub-group within that grade.

An example of the calculation, for one grade and one subject, is shown below:

Pineville Middle School, 8th grade, for math, for the school year 2018-19:

Caucasian/White

% of non-proficient students = $100\% - 52\% \text{ proficient} = 48\% \text{ not proficient}$

Reduce non-proficiency by 50% = 24 (50% of 48)

Proficiency Target = $24\% + 52\% = 76\%$

Economically Disadvantaged

% of non-proficient students = $100\% - 48\% \text{ proficient} = 52\% \text{ not proficient}$

Reduce non-proficiency by 50% = 26 (50% of 52)

Proficiency Target = $26\% + 48\% = 74\%$

Students with Disabilities

% of non-proficient students = $100\% - 38 = 62\%$

Reduce non-proficiency by 50% = 31 (50% of 62)

Proficiency Target = $31\% + 38\% = 69\%$

Annual Measurable Objective (AMO) Targets

The annual measurable objectives (AMOs) for Pineville Middle School will be determined by dividing into 6 equal increments the percentage number needed to reach the proficiency target over 6 years. An AMO will be determined for each school, for each grade, each tested subject and each student sub-group.

Example:

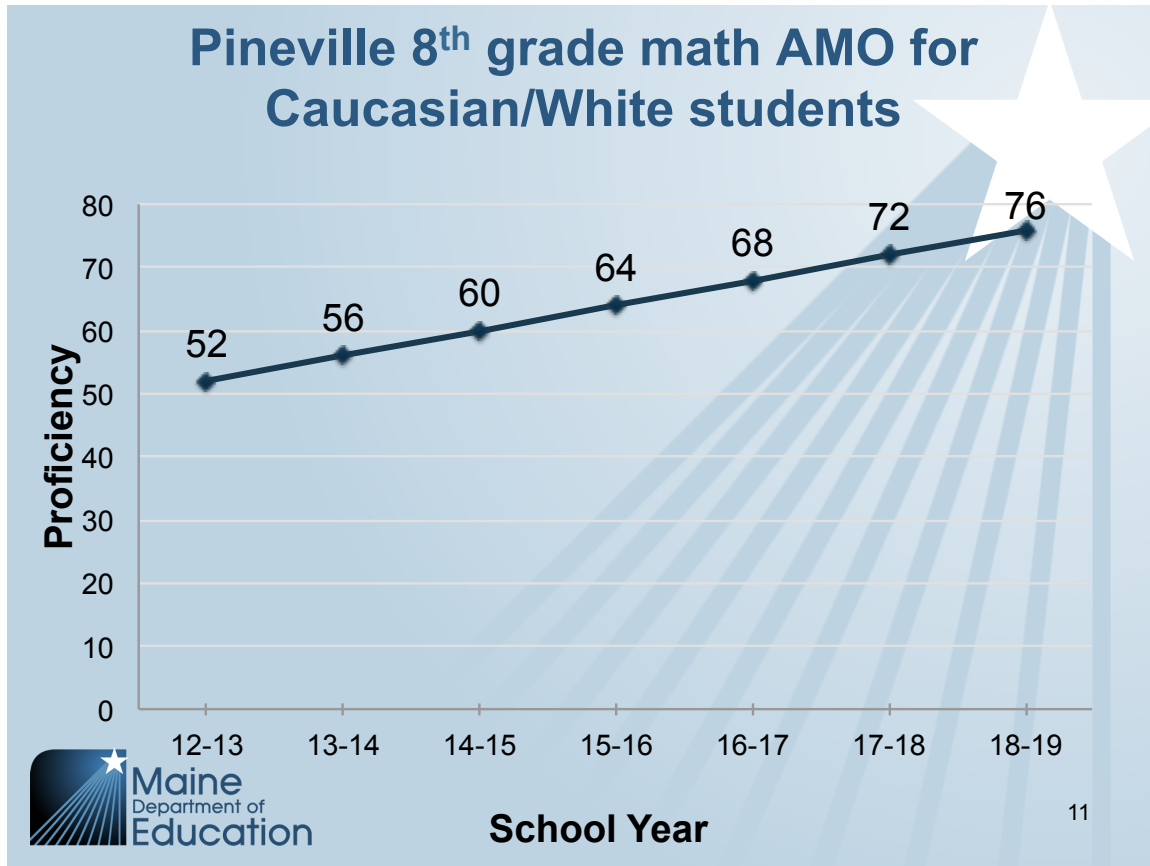
Pineville Middle School, 8th grade, Math

Caucasian/White

To reduce the non-proficiency rate by 50%, Pineville must increase the proficiency rate by 24 points

$24 \text{ points} / 6 \text{ years} = 4 \text{ points/year}$

The proficiency rate for this subgroup, for this grade, must increase by 4 points each year, beginning in school year 2013-14.



2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

A new feature of Maine’s Title I accountability system is the addition of two separate categories of reward schools. Maine will recognize the top 5% of Title I schools in the SAI who also have met each of their annual learning targets and have no significant within-school gaps (i.e. whose gap score is not among the highest 25%). These will be known as **high performance** reward schools.

In addition, Maine will also recognize any Title I school which has exceeded its annual learning target in at least one category (math and reading proficiency for whole school and any eligible subgroup) and which has made progress on all other applicable learning measures assessed for every subgroup, including the 5-year high school cohort graduation rate. These schools will be known as

high progress schools. High progress school status can be granted to any Title I school, including schools designated as priority or focus.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

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Maine has many high performing schools resulting from a myriad of innovative, best practices implemented across the state. In some instances these translate to consistent high performance among students and in other cases it is evidenced by impressive annual growth in student achievement and attainment. Maine’s high progress and high performance reward schools will be recognized in a variety of ways. Maine DOE will:

1. Announce its annual list of reward schools in a press conference and prominently display this list on its website;
2. Profile reward schools written and featured during the weekly Commissioner’s Update email and blog post;
3. Send every reward school a special electronic seal that it can use to display on its website and stationary;
4. Invite educators from reward schools to share their successful school improvement work with colleagues during some of the state and regional DOE-sponsored events and conferences; and
5. Create a group of advisors from the group of reward schools that will meet periodically during the year to help inform and provide feedback to the DOE’s Chief Academic Officer, a senior position newly created to oversee the state’s school improvement and accountability efforts.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

.....

Maine’s Title I receiving schools with the 5% lowest SAI scores will comprise the group of schools receiving the most comprehensive and intensive supports and will be designated as priority schools. Maine DOE will identify at least 5% of its Title I schools in this category. As there are approximately 380 Maine schools receiving Title I funds, this means that the schools representing the 19 lowest SAI scores will receive this priority school determination.

The following describe the ‘business rules’ used to calculate the School Accountability Index for each school, depending on the grade levels served.

School Accountability Index – Secondary Schools

Absolute Performance (School Target)	
Math - % at or above proficient At or above target = 20 points % of target X 20 (maximum of 20 points)	Reading - % at or above proficient At or above target = 20 points % of target X 20 (maximum of 20 points)
Progress (School Target)	
Math – Progress to % at or above proficient target (2018 Target - 2011 baseline) ÷ 2 = Goal Goal ÷ 6 = Incremental annual increase goal (Actual ÷ Annual goal) X 20 (maximum 20 points)	Reading – Progress to % at or above proficient target (2018 Target - 2011 baseline) ÷ 2 = Goal Goal ÷ 6 = Incremental annual increase goal (Actual ÷ Annual goal) X 20 (maximum 20 points)
Graduation (State Target)	
Goal 90% by 2017 (Actual 5-yr Graduation Rate ÷ Goal) X 20 (maximum 20 points)	
School Accountability Index (SAI)	
Maximum 100 SAI points	20 points -Absolute Performance Math 20 points -Absolute Performance Reading 20 points -Progress Math 20 points –Progress Reading 20 points –Graduation

School Accountability Index – K-8 Schools

Absolute Performance (School Target)	
Math - % at or above proficient At or above target = 20 points % of target X 20 (maximum of 20 points)	Reading - % at or above proficient At or above target = 20 points % of target X 20 (maximum of 20 points)
Progress (School Target)	
Math – Progress to % at or above proficient target (2018 Target - 2011 baseline) ÷ 2 = Goal Goal ÷ 6 = Incremental annual increase goal (Actual ÷ Annual goal) X 20 (maximum 20 points)	Reading – Progress to % at or above proficient target (2018 Target - 2011 baseline) ÷ 2 = Goal Goal ÷ 6 = Incremental annual increase goal (Actual ÷ Annual goal) X 20 (maximum 20 points)
Growth (State Target)	
Math –Student Growth Percentile Model $<35 = 4$ points $\geq 35 < 45 = 8$ points $\geq 45 < 55 = 12$ points $\geq 55 < 65 = 16$ points $\geq 65 = 20$ points	Reading –Student Growth Percentile Model $<35 = 4$ points $\geq 35 < 45 = 8$ points $\geq 45 < 55 = 12$ points $\geq 55 < 65 = 16$ points $\geq 65 = 20$ points
School Accountability Index (SAI)	
Maximum 100 SAI points SAI = Total points ÷ 120 X 100 (Example: $105 \div 120 = .875 \times 100 = 87.5$ points)	20 points -Absolute Performance Math 20 points -Absolute Performance Reading 20 points - Progress Math 20 points –Progress Reading 20 points –Growth Math 20 Points Growth Reading

Priority schools will be required to conduct a comprehensive school self-assessment supported and facilitated by a Maine DOE school improvement specialist. The results of this thoughtful and collaborative process will be used to inform the development of a multi-year school improvement plan – which will be signed by the principal, superintendent, and school board chair - that must propose implementing research-based best practices that align with the seven ESEA Turnaround principles determined by the U.S. Department of Education representing the following categories: ensuring both (1) strong leadership and (2) effective teaching are in place, (3) redesigning the school day, (4) strengthening instruction, (5) using data, (6) improving the school environment, and (7) engaging families and the community. A more complete list of the proposed required and optional interventions and supports for Maine schools appears at the end of this section (this list of activities was described in detail in Section 2.A.i). Priority schools will receive additional funding, engage in continuous school improvement and will be monitored and supported by the DOE for at least two years and will be required to demonstrate progress toward their school learning targets. A complete list and description of the supports and intervention activities required of all priority schools, see pages 48-52.

It's important to note that any Title I eligible or receiving high school with a four-year cohort graduation rate less than 60% must – under federal guidelines – be designated as a priority school. In

addition, any school remaining in the federal School Improvement Grant (SIG) program will be considered a priority school. These are requirements for USDE approval of any state waiver request. (See above Section 2.B for business rules (definitions and formula)). In addition, Maine DOE will run the formula again in year 2. Any new school in year 2 with an index falling in the bottom 5% on year 1 numbers will be added.

Maine DOE will identify schools with the greatest achievement gaps by examining the greatest within school difference in achievement among all eligible subgroups using a schoolwide achievement gap index for both reading and mathematics. Additionally, any Title I eligible high school with a graduation rate below 60% will automatically be identified as a priority school, regardless of the overall achievement of its students or its within-school achievement gaps.

The tables below illustrate how the targets will be calculated. It is important to note that the data to be used is lagging data. To simulate the AMO calculations that is shown in Table 2, 2011-12 data is used for elementary schools. The data for high schools is from the 2010-11 school year, along with the 5-year graduation rate for the Class of 2010.³

Since Maine already identified its accountability schools for the 2012-13 school year, Table 2, provided at the end of Principle 2, identifies the Reward, Priority, and Focus schools using the methods that will be used during the 2013-14 school year to test its model. The analysis will be conducted again at the end of June 2013 as soon as all of the available accountability scores are provided by the assessment vendors.

2.D.ii Provide the SEA's list of priority schools in Table 2.

The list of priority schools is provided in Attachment 9.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

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A Maine DOE School Improvement Specialist will be assigned to each priority school to provide guidance and support. Once the Specialist is assigned, the school leadership will conduct an overall school needs assessment aligned with the ESEA Turnaround Principles (facilitated and supported by DOE School Improvement Specialist). Based on the results of the self-assessment and on student achievement and attainment data, the school leadership team and the Specialist will construct a 2-year school improvement plan and demonstrate how it is aligned with the ESEA Turnaround Principles.

Once the plan is approved by the Maine ESEA team, funds will be released to the school and implementation will occur. Implementation support and guidance will be provided by a DOE School Improvement Specialist who is a member of the DOE Accountability and Improvement

³ The lagging data issue was clarified and approved during a phone discussion with Emily Mayer and the USED ESEA flexibility team on August 15, 2012.

Team which reports directly to the State’s Chief Academic Officer, a new position created within the DOE.

As discussed in Principle 2.A, a myriad of activities and resources will be made available to priority schools. The priority school activities and services are shown in the following table, highlighted in grey:

	Priority	Focus	Progressing	CIPS	Meeting	Title I	All Public
Self-Assessment	✓	✓	Available	✓	Available	Available	Available
Improvement Plan	✓	✓	Available	✓	Available	Available	Available
Alignment with 7 ESEA Turnaround Principles	✓	Available	Available	Available	Available	Available	Available
Targeted Title I accountability / ESEA directed funds	✓	✓	N/A	✓	N/A	N/A	N/A
Convert to Schoolwide Title I status	✓	✓	Available	Available	Available	Available	N/A
School-based improvement team	✓	✓	Available	✓	Available	Available	Available
DOE Specialist Assigned	✓	✓	N/A	✓	N/A	N/A	N/A
Affinity / Special Issue Networks	✓	✓	Available (if applicable)	✓	Available (if applicable)	Available (if applicable)	Available (if applicable)
Regional Networks	✓	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)
Specialized DOE support (RTI, Content, etc.)	✓	✓	Available	✓	Available	Available	Available
Transformational Leaders Network	✓	✓	Available (if applicable)	✓	N/A	N/A	N/A
Quarterly progress reports	✓	✓	N/A	✓	N/A	N/A	N/A
Annual reporting	✓	✓	N/A	✓	N/A	N/A	N/A
DOE-sponsored school improvement events	✓	✓	Available	✓	Available	Available	Available

	Priority	Focus	Progressing	CIPS	Meeting	Title I	All Public
User-friendly Maine DOE web-based improvement resources for best practices (instruction, leadership, community engagement)	✓	✓	Available	✓	Available	Available	Available
Online AMO, SAI, and Gap Index calculator	Available	Available	Available	Available	Available	Available	Available

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Maine DOE’s team identified that two years would be the length of time to identify meaningful interventions, and implement interventions. Schools that do not demonstrate growth during the first two years of targeted support as either priority or focus schools will experience an expanded set of interventions and supports. These include:

- A Maine DOE/External review team that will conduct school assessment using an instrument that is aligned with the 7 ESEA Turnaround Principles
- The Maine DOE team will support and approve the construction of an updated school improvement plan informed by the external review
- Focus schools not demonstrating progress during the first two years must address all 7 Turnaround Principles
- All priority and focus schools not demonstrating progress during the first two years must also set-aside 20% of its district Title I allocation to support the school improvement plan
- If there still is no improvement from year 3 to year 4, then the school must identify – with the support and guidance of the DOE - at least one certified specialist - whose primary responsibility will be to provide ongoing classroom-based professional development and support around the implementation of best practices for instruction. The area of expertise of this classroom-based professional and their work in the school must directly align with the identified needs that result from the externally conducted school assessment.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

.....

In order to exit, the school must demonstrate progress on every variable for which there is an annual target. This progress must move the school on the School Accountability Index so that the school is not in the lowest 5% of schools in Maine. Maine DOE anticipates that the priority schools will be on a school improvement plan for at least two years to ensure that growth is sustained. Although a school can exit priority status, there will be an opportunity to continue receiving support from the Maine DOE Team upon exit. Once schools officially exit their designated accountability status, a new set of priority schools will be identified following the Business Rules described above such that at least 5% of Maine’s Title I schools will be identified as such.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

.....

Maine’s Title I receiving schools that are the lowest 10% of Title I schools with greatest within-school achievement gaps. This is an estimated 39 schools to be designated as **focus** schools. In order to provide a far more meaningful measure and place an even more critical emphasis on achievement gaps, the n-size has been decreased from 20 to 10 and the analysis will be done at the school – rather than grade – level. This will result in a more meaningful measure given the small size of most Maine school’s and the relatively small size of most subgroups.

As with priority schools, focus schools will be required to conduct a comprehensive school self-assessment supported and facilitated by a Maine DOE school improvement specialist. The results of this thoughtful and collaborative process will be used to inform the development of a multi-year school improvement plan – which will be signed by the principal, superintendent, and school board chair - that must propose implementing research-based best practices that align with the seven ESEA Turnaround principles determined by the U.S. Department of Education representing the following categories: ensuring both (1) strong leadership and (2) effective teaching are in place, (3) redesigning the school day, (4) strengthening instruction, (5) using data, (6) improving the school environment, and (7) engaging families and the community. A more complete list of the proposed required and optional interventions and supports for Maine schools appears at the end of this section. Priority schools will receive additional funding, engage in continuous school improvement and will be monitored and supported by the DOE for at least two years and will be required to demonstrate progress toward their school learning targets.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their

students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

As with the priority schools, a Maine DOE School Improvement Specialist will be assigned to each focus school to provide guidance and support. Once the Specialist is assigned, the school leadership will conduct an overall school needs assessment aligned with the ESEA Turnaround Principles (facilitated and supported by DOE School Improvement Specialist). Based on the results of the self-assessment and on student achievement and attainment data, the school leadership team and the Specialist will construct a 2-year school improvement plan and demonstrate how it is aligned with the ESEA Turnaround Principles.

The nature of the interventions and supports within the focus schools will be dedicated to closing the gap.

	Priority	Focus	Progressing	CIPS	Meeting	Title I	All Public
Self-Assessment	✓	✓	Available	✓	Available	Available	Available
Improvement Plan	✓	✓	Available	✓	Available	Available	Available
Alignment with 7 ESEA Turnaround Principles	✓	Available	Available	Available	Available	Available	Available
Targeted Title I accountability / ESEA directed funds	✓	✓	N/A	✓	N/A	N/A	N/A
Convert to Schoolwide Title I status	✓	✓	Available	Available	Available	Available	N/A
School-based improvement team	✓	✓	Available	✓	Available	Available	Available
DOE Specialist Assigned	✓	✓	N/A	✓	N/A	N/A	N/A
Affinity / Special Issue Networks	✓	✓	Available (if applicable)	✓	Available (if applicable)	Available (if applicable)	Available (if applicable)
Regional Networks	✓	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)	Available (if applicable)
Specialized DOE support (RTI, Content, etc.)	✓	✓	Available	✓	Available	Available	Available
Transformational Leaders Network	✓	✓	Available (if applicable)	✓	N/A	N/A	N/A

	Priority	Focus	Progressing	CIPS	Meeting	Title I	All Public
Quarterly progress reports	✓	✓	N/A	✓	N/A	N/A	N/A
Annual reporting	✓	✓	N/A	✓	N/A	N/A	N/A
DOE-sponsored school improvement events	✓	✓	Available	✓	Available	Available	Available
User-friendly Maine DOE web-based improvement resources for best practices (instruction, leadership, community engagement)	✓	✓	Available	✓	Available	Available	Available
Online AMO, SAI, and Gap Index calculator	Available	Available	Available	Available	Available	Available	Available

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Maine DOE will use a Within-School Achievement Gap index to determine whether or not its focus schools are making significant progress. The system of support will be in effect for at least two years before an exit is considered. In order to exit, focus schools must demonstrate progress on every variable for which there is an annual target.

Once the focus schools do exit this status, there will be an opportunity to continue receiving support from DOE Team.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Maine’s list of reward, priority, and focus schools is included in attachment 9. There were no high schools in the state with a graduation rate lower than 60%. The four schools currently involved in the state’s SIG program and now beginning their second year, are – per ESEA Flexibility guidelines – also designated as priority schools.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Of Maine’s approximately 600 schools, nearly 400 are eligible for Title I funding. The Maine DOE is keenly aware of the needs of its schools that do not fall into the Priority and Focus school categories. The School Accountability Index’s data will be used to populate the already established practice of creating annual school report cards with more information about growth in addition to status, a key incentive for LEAs to think about more than the yearly snapshot of its students. As is described earlier in this request, many of the supports and interventions provided by the Maine DOE will be available to all LEAs, regardless of their accountability designation or their Title I status.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As described throughout the application, Maine DOE's focus includes building awareness, guiding the transition, implementing the planned activities, and providing ongoing support to LEAs and schools in order to improve student achievement. Maine DOE's system of accountability – starting with college and career ready standards and assessments – is designed to provide feedback to assist in timely and comprehensive monitoring of and support for priority and focus schools.

Maine DOE is piloting Indistar, a web-based system for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities, with its CIPS schools during the 2012-13 school year. This new tool will be monitored and possible expansion will be considered if the system proves to be an agile way to provide timely feedback to LEAs and schools.

While the Maine DOE has taken a number of steps in recent years to build its own capacity to support the state's schools and districts, work remains to more carefully align the Department's various teams and initiatives in a way that more strategically supports learning. The Department is in the process of hiring for the newly-created position Chief Academic Officer. This position will be responsible to guiding and coordinating the various learning-related staff, teams and initiatives underway at the Department, with the goal of building greater Department capacity to support Maine's educators within existing resources.

The state is also fortunate to have a number of schools and districts that have taken promising steps toward making a proficiency-based, learner-centered instructional system. The Department's Center for Best Practices, supported by the [Nellie Mae Education Foundation](#), was established to focus on research and reporting related to proficiency-based systems here in Maine. It serves as a clearinghouse of materials, support and case studies related to learner-centered instructional practices. Teaching has been and continues to be a largely solitary practice providing few opportunities for collaboration and sharing of best practices. The Center was designed to remove this isolation. On the Maine DOE's website LEA leaders, school leaders, and teachers can access:

- [Case studies](#). Detailed reports, reflections and materials from school districts that are paving the way in proficiency-based learning.
- [Videos](#). Three districts showcase their best practices on film.
- [Resources](#). A compilation of materials used to implement learner-centered systems in each district.

Building capacity is highly likely with the CAO coordinating support within the SEA, Maine DOE creating and maintaining online data tools for LEAs to target instruction, and providing support with tools such as the Center for Best Practices. Combined, these resources will enable the SEA and the LEAs throughout the state to target instruction and to provide support to educators based on student need.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Maine policymakers this year took great strides toward measuring and improving the effectiveness of teachers and school leaders, with passage of LD 1858, “An Act to Ensure Effective Teaching and School Leadership” (Appendix XX). That legislation lays the groundwork for Maine’s plan to meet the requirements of and develop a high-quality plan for Principle 3 of the ESEA Flexibility Request.

Prior to passage of LD 1858, “local control” of most education matters meant that there was little coordinated, clear policy regarding educator effectiveness. While state law provided that superintendents were responsible for evaluating staff, there was no specific requirement for evaluation of all teachers or school leaders, much less standards for doing so. The state’s only “definition” of an effective teacher was laid out in the “Ten Initial Standards for Educator Certification,” the minimal requirements to become a teacher. Past the stage where a teacher earned professional licensure, there were no statewide policies or efforts to ensure effective teachers or administrators.

LD 1858 enacted a new chapter in Maine’s Education Law, Title 20-A of the Maine Revised Statutes. This new chapter, “Chapter 508, Educator Effectiveness,” requires each of the State’s school administrative units (SAUs) to develop and implement a “performance evaluation and professional growth (PE/PG) system” for all teachers and principals. Each “system” must meet state standards and be approved by the state Department of Education. This system requires:

- A clear set of professional practice standards that educators will be expected to meet
- Multiple ways of measuring an educator’s effectiveness, including evaluation of professional practices and a look at the educator’s impact on student achievement
- Opportunities for educators to improve their effectiveness by understanding where they fall short of expectations, and a clearly spelled-out professional improvement plan designed to enable them to meet expectations

LD 1858 lays out the basic structure of the PE/PG system, creates a process for fleshing out the details of the state standards and sets forth a timeline for development and implementation of systems on the local level.

Key Elements of the System

The basic structure of the new Maine PE/PG system is set forth in Chapter 508 of Title 20-A. Under Chapter 508, a PE/PG system consists of the following elements:

1. Standards of professional practice by which the performance of educators must be evaluated;
2. Multiple measures of educator effectiveness (in addition to professional practice evaluations) including but not limited to student learning and growth;
3. A rating scale consisting of 4 levels of effectiveness (at least 2 levels for “effective” educators and one level for “ineffective” educators), based on multiple measures, with the professional growth opportunities and employment consequences tied to each level;
4. A process for using information from the evaluation process to inform professional development;
5. Implementation standards that include trained evaluators, evaluation on a regular basis, training of educators to enable them to participate in the system in a meaningful way, peer review components and a local steering committee to review and refine the local system; and
6. Opportunities for educators rated as “ineffective” to implement a professional improvement plan.

These basic structural components are designed to ensure that systems are transparent, fair and meaningful, and to ensure that the PE/PG systems meet the criteria for ESEA Flexibility requests.

Timeline for Implementation

LD 1858 lays out a process for developing and implementing PE/PG systems over a four-year period. This period complies with the ESEA flexibility request requirements, as well as providing a reasonable length of time for further state policymaking as well as local adoption, piloting and adjustment.

- In the first year following passage of LD 1858 (2012-2013), stakeholders and policymakers at the State level will work together to flesh out details of the required systems.
- In the second year, 2013-2014, local SAUs must develop local systems that comply with the state requirements. There is likely to be some flexibility within the state standards, to allow

variations among SAUs, so this year would be the time for local policymakers, parents, administrators and educators to create the best system for local conditions.

- In school year 2014-15, local SAUs will pilot their systems, either by using them only in certain schools, with a portion of educators or with all educators but without “counting” the results. The pilot allows people to see how the system works, and make adjustments to ensure that it meets expectations.
- In school year, 2015-16, local systems must be fully implemented.

The Statute

LD 1858, which enacted Chapter 508 into law, earned a unanimous favorable vote of the Legislature’s Joint Standing Committee on Education and Cultural Affairs, and was ultimately passed by unanimous vote of both houses of Maine’s legislature, demonstrating that key state policymakers understand the need to for the state to address educator effectiveness in a comprehensive way. LD 1858 also directed the Department to create a stakeholder group to recommend ways to identify the details of the system, and to work with the Department and the Legislature to put the finishing touches on the system over the upcoming year.

The Maine Educator Effectiveness Council (MEEC) is the 16-member stakeholder group created in LD 1858. It includes teachers, administrators, state policymakers, school board members and representatives of the business community, the general public, and teacher preparation programs. Members were nominated by professional associations and other stakeholder groups and appointed by the Commissioner of Education.

MEEC was assigned the general task of recommending standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508. MEEC recommendations will be sent to the Joint Standing Committee on Education and Cultural Affairs by November 1, 2012. Based on those recommendations, the Department of Education will also begin a rulemaking process to place the details of the new systems into Department rule. The proposed rule, and the MEEC recommendations will be reviewed by the Legislature in the First Regular Session of the 126th Legislature, beginning in January, 2013. The Department will work diligently to have final legislative approval of the rule before the end of the 2012-2013 school year.

MEEC Discussions to Date

The Council has met several times regularly since the end of May, formulating its governing structure and work plan, and making some significant decisions about the structure of the developing systems. More work is ahead, but the group has demonstrated its commitment to work hard, to productively address concerns and to work toward consensus on all issues.

One over-arching issue that the Council will continue to struggle with is the need to find the right balance between uniformity and flexibility. With its history of local control of education matters, Maine leans toward supporting local flexibility. An additional concern leaning toward flexibility is that many SAUs, including those participating in the State’s Maine Schools for Excellence initiative, have already spent significant resources creating robust evaluation and support systems, and the Council is reluctant to force them to throw out the work already done. But with the desire for greater coordination and equity across the state, there is also a desire for creating more uniformity of PE/PG systems.

One of the Council’s earliest decisions concerns the set of professional practice standards for both teachers and principals. The Council acknowledged that many districts already have systems in place or in development which may or may not share common features. While aware and supportive of local governance and the valuable work underway, the Council also seeks to encourage greater uniformity. For example, the Council will recommend that districts use one particular set of the professional practice standards along with a related set of observation rubrics. However, because there are a handful of such standards currently in use with sufficient level of alignment between them, districts will also be able to select from among a small set of other standards as long as they are closely aligned with those recommended by the Council.

Further work will be done by MEEC during the coming months. Their meetings are open to public and there will be opportunities to comment through the rulemaking Legislative processes.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The following High Quality Table outlines the significant series of steps the Maine DOE and the Maine Educator Effectiveness Council will undertake over the next several years to develop and implement a Performance Evaluation and Professional Growth (PE/PG) system that meet the requirements of state statute and rule.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Enact legislation laying out basic principles for a PE/PG system, and a process for fleshing out the system	Done	Commissioner	Public Law 2011, chapter 635 (LD 1858), see Appendix 4		Accomplished
Appoint members of the Maine Educator Effectiveness Council (MEEC), pursuant to membership list in PL 2011, chapter 635	Done	Commissioner; Policy & Programs Director; Professional Associations (MEA, MSSA, MSBA, MPA, MADSEC)	Membership List		Accomplished

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Schedule, plan and implement MEEC meetings	The MEEC has met on May 29 th ; June 20 th ; July 9 th ; July 27 th ; August 10 th ; August 24 th . Future meetings are scheduled for September 14 th and 28 th . October schedule is TBD.	Commissioner; Policy & Programs Director; Council Co-chair Grace Leavitt; Mark Kostin; MEEC members	Agendas	Significant staff time of Commissioner, Policy & Programs Director; Mark Kostin will continue to be needed to staff the Council	Time commitment of members, now that the school year has started.
Review and track progress of school districts participating in the “Maine Schools for Excellence” (MSFE) project, funded by a federal TIF grant	Ongoing; MSFE Director made presentation to MEEC at June 20 th meeting; Department and professional association heads receive quarterly updates through MSFE Executive Committee meetings	MSFE Project Director; professional association directors, Commissioner; Policy & Programs Director; MEEC members	Lewiston School District TIF Progress Report Other progress reports during throughout the year	N/A	N/A
Prepare and submit report to the Joint Standing Committee with MEEC recommendations	Report is due November 1, 2012. Drafts will be reviewed in late October.	Commissioner; Policy & Programs Director; Council Co-chair Grace Leavitt; Mark Kostin; MEEC members	Report document, when submitted	Significant staff time of Commissioner and Policy & Programs Director	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Begin Department rulemaking process to provide detailed standards for the PE/PG system, including: <ul style="list-style-type: none"> Professional practice standards Implementation requirements Teacher of record determinations 	The Department will begin the rulemaking process with the goal of completing the <u>administrative portion</u> of the process by December 31 st . This will require that a draft rule be proposed not later than November 1 st , with a public hearing and comment period during the month of November, followed by review of comments, revision of the rule as needed in response to the comments, and approval by the Attorney General and the Office of the Governor, prior to submittal to the Legislature.	Policy & Programs Director, Commissioner, utilizing available recommendations from the MEEC	Timeline for Administrative Rulemaking Process; Statute regarding Legislative Review of Major Substantive Rules; Department's Regulatory Agenda indicating rulemaking pursuant to Public Law 2011, chapter 635	Significant DOE Staff Time will be needed to complete the proposed rules and to respond to public comment.	N/A
Submit provisionally adopted rule to the Legislature by legislative deadline (likely to be early to mid-January)	DOE must complete the administrative rulemaking process and file the "provisionally adopted" rule with the Legislature by early to mid-January.	Policy & Programs Director; Commissioner	Rulemaking documents, including proposed rule, public comments and responses and provisionally adopted rule	N/A	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Work with the members of the Joint Standing Committee on Education and Cultural Affairs to obtain passage of a Legislative Resolve authorizing final adoption of the rule implementing the PE/PG system	Once the provisionally adopted rule is filed with the Legislature (mid-January), the Revisor's Office prepares a Resolve authorizing adoption of the rule. This Resolve is referred to the Education Committee, which holds a public hearing and as many work sessions as needed to make its decision. The timing of the public hearing, and the number of work sessions required is a matter of legislative discretion. The Department will encourage review early in the Legislative session (February), with a goal of obtaining passage of the Resolve by the end of March, and final adoption of the rule by the Department in April or May 2013, depending on whether the Legislature directs the Department to make significant changes to the rule.	Commissioner; Policy & Programs Director; professional associations, MEEC members	Legislative Resolve – original and enacted	Significant staff time of Commissioner and Policy & Programs Director	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Identify Targeted Funds local implementation	Section A-5 of PL 2011, c. 635 requires the Commissioner to calculate the amount available to assist SAUs in developing and implementing PE/PG systems. Targeted funds will be available beginning in the 2013-14 school year. The budget for school funding for 2013-14 will be included in the Governor's proposed Budget Bill for Fiscal Years 2014 and 2015. This bill is generally submitted to the Legislature in _____ of the First Regular Session of the Legislature. The Department will work with finance experts to determine the amounts currently calculated for evaluations, and determine potential additional amounts for that purpose.	Commissioner; Deputy Commissioner	Inclusion of targeted funds in budget bill (school funding section)	Significant staff time of Commissioner and Deputy Commissioner	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Provide ongoing opportunities for involvement of all stakeholders in the development and implementation of PE/PG systems that meet the requirements of state statute and rule	The November 1 st MEEC report to the Legislature may ask for continuation of the Council's role in development of the PE/PG system extending it beyond its initially stated duration	MEEC Co-Chairs	Legislative authority extending MEEC operations	Significant staff time of Commissioner, Policy & Programs Director; Mark Kostin will continue to be needed to staff the Council	N/A
Provide guidance and technical assistance to the field in development of PE/PG systems that meet the requirements of state statute and rule	The weekly Commissioner's Update will include ongoing reports of rulemaking and legislative action on PE/PG system requirements. Once the Legislature authorizes final rule adoption, the Department will provide information through several media, which may include Webinars, conferences, and written materials.	Office of the Commissioner	Communications and materials	Significant DOE staff time	N/A
Implement a process for Department approval of local PE/PG systems	Local development and DOE approval is expected to occur during the 2013-14 school year	Office of the Commissioner	Documentation of DOE approval process described in proposed rule	Significant DOE staff time	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Local system pilots occur, with a clear process for evaluating and adjusting systems as needed	School year 2014-15	LEAs and Office of the Commissioner	Guidance to LEAs on evaluating and adjusting systems	Significant DOE staff and LEA time	N/A